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ABSTRACT

Georgia's Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every 5 years. In 1996, teachers, administrators, parents, and business leaders throughout Georgia reviewed and analyzed the existing QCC in an effort to update the curriculum, reflect technological advances, and create a more effective base for teaching. This 1999 report on Georgia's education for students in grades 6-8 presents core curriculum requirements in the areas of language arts, mathematics, science, sccial studies, health and physical education, fine arts (dance, music, theater, and visual arts), technology/career education; and agriculture education. For each curriculum area, the report presents at introduction and a description of the revision process and revisions made for that specific area. (SM)

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ED 431 720

# 6-8

# Georgia's Quality Core Curriculum

Raising Expectations

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SP038578

# *Georgia's Quality Core Curriculum*

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State Superintendent of Schools
Georgia Department of Education

January 1998

# Raising Expectations

# Georgia's Quality Core Curriculum

# Grade 6

*Georgia's Quality Core Curriculum*

# Language Arts
# Grade 6

# Introduction to Language Arts
# Quality Core Curriculum
# K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

## Language Arts
## *QCC Scope and Sequence*

### Oral Communication
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Listens and speaks in informal conversations with peers and adults. | * | | | | | | | | | |
| Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults. | | * | * | * | * | * | * | * | * | * |
| Listens to a variety of literary forms, including stories and poems. | * | * | * | | | | | | | |
| Listens and responds to a variety of literary forms. | | | | * | * | | | | | |
| Listens and responds to a variety of literary forms including prose, poetry, and drama. | | | | | | * | * | * | * | * |
| Follows one- and two-part oral directions. | * | | | | | | | | | |
| Follows two- and three-part oral directions. | | * | | | | | | | | |
| Follows three-part oral directions. | | | * | | | | | | | |
| Follows multiple oral directions. | | | | * | * | * | | | | |
| Follows oral directions and asks questions for clarification. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible] Arts
## QCC Scope and Sequence

### Oral Communication
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Repeats auditory sequences: letters, words, numbers, and rhythmic patterns. | * | | | | | | | | | |
| | | | | | | | | | | |
| Recognizes rhyming words. | * | | | | | | | | | |
| | | | | | | | | | | |
| Recites short poems, rhymes, songs, and stories with repeated patterns. | * | | | | | | | | | |
| | | | | | | | | | | |
| Participates in choral speaking and creative drama. | * | | | | | | | | | |
| | | | | | | | | | | |
| Recalls information presented orally. | | * | | | | | | | | |
| | | | | | | | | | | |
| Recalls and interprets information presented orally. | | | * | | | | | | | |
| | | | | | | | | | | |
| Uses oral language for different purposes: to inform, to persuade, and to entertain. | | | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Recalls, interprets, and summarizes information presented orally. | | | | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Delivers a planned oral presentation. | | | | | | * | * | * | * | |
| | | | | | | | | | | |
| Adjusts manner and style of speaking to suit an audience and situation. | | | | | | * | * | * | * | |

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## Language Arts
## QCC Scope and Sequence

**Oral Communication**
*Listening/Speaking*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Speaks so others can hear and understand |  |  |  |  |  |  |  |  |  | * |
| Defends conclusions rationally. |  |  |  |  |  |  |  |  |  | ✓ |
| Paraphrases and discusses information. |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Summarizes and/or records orally presented information. |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| Interprets the meaning of questions in order to give an appropriate response. |  | ✓ |  |  |  |  |  |  |  |  |
| Responds to questions on orally presented materials. |  |  | ✓ |  |  |  |  |  |  |  |
| Responds appropriately to various types of questions on orally presented material. |  |  |  | ✓ |  |  |  |  |  |  |
| Responds to literal, inferential, and evaluative questions on orally presented material. |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Increases vocabulary to reflect a growing range of interests and knowledge. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

* Standards will be reinforced as necessary each subsequent year

# Lang● e Arts
# QCC Scope and Sequence

## Oral Communication
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed. | * | * | * | * | * | * | * | * | * | * |
| Uses a variety of language patterns and sentence structures. |  | * | * |  |  |  |  |  |  |  |
| Uses increasingly complex sentence structures in oral communication. |  |  | * | * | * | * |  |  |  |  |
| [illegible] |  |  |  |  | * | * |  |  |  |  |
| Demonstrates an understanding of words and ideas when heard in context. |  | * |  |  |  |  |  |  |  |  |
| Determines the meaning of a word based on how it is used in an orally presented sentence. |  |  | * | * | * |  |  |  |  |  |
| Adjust manner and style of speaking to suit an audience and situation. |  |  |  |  |  | * | * | * | * | * |

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## Language Arts
## QCC Scope and Sequence

**Oral Communication**
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses grade/age appropriate standard American English when communicating orally. | | | * | * | * | * | | | | |
| | | | | | | | | | | |
| Paraphrases and discusses information. | | | | | | * | * | * | * | |
| | | | | | | | | | | |
| Begins to discriminate between spoken words and sentences. | * | | | | | | | | | |
| | | | | | | | | | | |
| Summarizes and/or records orally presented information. | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Blends sounds orally to make words. | * | * | * | * | | | | | | |
| | | | | | | | | | | |
| Divides words into syllables. | | * | * | * | | | | | | |
| | | | | | | | | | | |
| Participates in oral presentations. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions. | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Develops awareness of nonverbal communication such as gestures, body language, and facial expressions. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses standard conventions of American English in appropriate settings. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible] Arts
## QCC Scope and Sequence

**Oral Communication**
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Listens and responds to various language patterns and literary forms including regional examples (dialect). | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Responds to literal, inferential, and critical questions. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Determines the denotative and connotative meanings of words in oral context. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Records orally presented information (note-taking). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Critically responds to various media. Evaluates messages and effect of mass media. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
# QCC Scope and Sequence

## Written Communication
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Recognizes own name in print. | * | | | | | | | | | |
| | | | | | | | | | | |
| Recognizes words in familiar contexts. | * | | | | | | | | | |
| | | | | | | | | | | |
| Recognizes common signs and logos. | * | | | | | | | | | |
| | | | | | | | | | | |
| Holds print materials in correct position. | * | | | | | | | | | |
| | | | | | | | | | | |
| Demonstrates left-to-right and top-to-bottom progression. | * | | | | | | | | | |
| | | | | | | | | | | |
| Discriminates visual similarities and differences in words. | * | | | | | | | | | |
| | | | | | | | | | | |
| Distinguishes between written letters, words, and sentences. | * | | | | | | | | | |
| | | | | | | | | | | |
| Identifies upper- and lower-case letters of the alphabet out of sequence. | * | | | | | | | | | |
| | | | | | | | | | | |
| Associates sounds with letters. | * | | | | | | | | | |
| | | | | | | | | | | |
| Verbalizes consonant sound when shown the consonant letter. | * | | | | | | | | | |
| | | | | | | | | | | |
| Recognizes rhyming words (e.g., CVC words, word families, etc.). | * | | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Reads selected sight words. | * | | | | | | | | | |
| | | | | | | | | | | |
| Recalls orally a series of three visually presented items. | * | | | | | | | | | |
| | | | | | | | | | | |
| Uses words that signal sequence relationships such as first, next, and last. | * | | | | | | | | | |
| | | | | | | | | | | |
| Classifies by characteristics such as color, size, shape, structure, and function. | * | | | | | | | | | |
| | | | | | | | | | | |
| Sequences pictures to tell a story. | * | | | | | | | | | |
| | | | | | | | | | | |
| Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes. | * | | | | | | | | | |
| | | | | | | | | | | |
| Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings. | * | | | | | | | | | |
| | | | | | | | | | | |
| Increases vocabulary to reflect a growing range of interests and knowledge. | * | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible]e Arts
## QCC Scope and Sequence

### Written Communication
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences. | | * | | | | | | | | |
| | | | | | | | | | | |
| Classifies and categorizes words into sets and groups with common characteristics. | | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Follows written directions. | | | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Reads a variety of materials for information and pleasure. | | | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Reads for a variety of purposes in different kinds of texts. | | | | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Applies phonetic strategies to read by: | | | | | | | | | | |
| Using initial consonant substitution in rhyming words and word families. | | * | | | | | | | | |
| Using beginning, medial, and ending consonants to orally decode one and two syllable words. | | * | | | | | | | | |
| Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words. | | * | | | | | | | | |
| Using consonant blends and diagraphs to orally decode one- and two-syllable words. | | * | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible] Arts
# QCC Scope and Sequence

**Written Communication**
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Applies phonetic strategies to read by: | | | | | | | | | | |
| Using initial consonant substitution in rhyming words and word families. | | | ~ | ~ | ~ | ~ | | | | |
| Using beginning, medial, and ending consonants to orally decode words. | | | • | • | • | • | | | | |
| Using short, long, and "r" controlled vowel sounds to orally decode words. | | | • | • | • | • | | | | |
| Using consonant blends, digraphs, and diphthongs to orally decode words. | | | • | • | • | • | | | | |
| | | | | | | | | | | |
| Uses word order and sentence structure to read. (Syntax-"Does it sound right?") | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | |
| | | | | | | | | | | |
| Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?") | | ~ | | | | | | | | |
| | | | | | | | | | | |
| Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?") | | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| | | | | | | | | | | |
| Increases existing sight vocabulary (instant recognition). | | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |

~ Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. | | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Reads with fluency and expression. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Identifies the main characters. | | * | * | * | * | | | | | |
| | | | | | | | | | | |
| Identifies the characters' actions, motives, emotions, traits, and feelings. | | * | * | * | * | * | | | | |
| | | | | | | | | | | |
| Draws conclusions and makes predictions and comparisons. | | * | * | | | | | | | |
| | | | | | | | | | | |
| Draws conclusions, makes predictions, compares/contrasts, and makes generalizations. | | | | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible]e Arts
# QCC Scope and Sequence

## Written Communication
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension. |  | * | * | * | * | * | * | * | * | * |
| Distinguishes between fact and opinion. |  |  |  |  | * | * | * | * | * | * |
| Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama). |  | * | * | * | * | * | * | * | * | * |
| Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es." |  | * | * | * | * | * |  |  |  |  |
| Uses knowledge of root words, prefixes, and suffixes in word recognition. |  | * | * | * | * | * | * | * | * | * |
| Recognizes simple word opposites. | * | * | * |  |  |  |  |  |  |  |
| Uses knowledge of synonyms, antonyms, and homophones when reading. |  |  |  | * | * | * | * | * | * |  |
| Identifies story development, author's purpose, and point of view. |  |  |  |  |  | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## *QCC Scope and Sequence*

**Written Communication**

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses context clues to determine meaning of unknown words. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Adjusts reading speed according to purpose and rereads for comprehension. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes persuasion techniques in propaganda and advertising. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible] Arts
## QCC Scope and Sequence

### Written Communication
*Literature*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Experiences traditional and contemporary literature through a variety of media. | * | * | * | * | * | * | * | * | * | * |
| Responds to literal, inferential, and evaluative questions about literature. | * | * | * | * | * | * | * | * | * | * |
| Responds appropriately to questions about author's purpose, techniques, character development, and plot structure. |  |  |  |  | * | * | * | * | * | * |
| Demonstrates an interest in various types of self-selected literature through daily reading. |  | * | * | * | * | * | * | * | * | * |
| Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama). |  | * | * | * | * | * |  |  |  |  |
| Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths). |  |  |  |  |  |  | * | * | * | * |
| Discriminates between realism and fantasy. |  | * | * | * |  |  |  |  |  |  |
| Distinguishes between fact and opinion. |  |  |  |  | * | * | * | * | * | * |

- Standards will be reinforced as necessary each subsequent year

# *Langu[illegible]e Arts*
# *QCC Scope and Sequence*

## Written Communication
### *Literature*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Recognizes cultural diversity represented in literature. | * | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Responds to literal, inferential, and critical questions about literature. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes bias and stereotypes. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes relevance of data. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Interprets written instructions and other directive information. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Applies reading strategies to specific content and subject matter. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Experiences traditional and contemporary literature through a variety of media. | | | | | | | * | * | * | * |

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* Standards will be reinforced as necessary each subsequent year

# *Language Arts*
# *QCC Scope and Sequence*

## Written Communication

*Literature*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Recognizes writer's purpose in fiction and nonfiction. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes cultures and values represented in literature. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes that literature reflects human experience. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Responds creatively to literature, drama, art, and multimedia projects. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Identifies and chooses literature according to personal interests. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
# QCC Scope and Sequence

## Written Communication
### *Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Dictates information for experience stories. | * | | | | | | | | | |
| Uses examples from literature to create individual and group stories. | * | * | * | * | * | * | * | * | * | |
| Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | * | | | | | | | | | |
| Uses correct spelling for frequently used sight vocabulary. | | * | * | * | * | * | * | * | * | * |
| Uses learned phonetic strategies to spell correctly. | | * | * | * | * | * | | | | |
| Writes a minimum of three sentences about a topic. | | * | * | | | | | | | |
| Writes a short paragraph about a topic. | | | | * | | | | | | |
| Writes selections (compositions) of three or more paragraphs about a topic. | | | | | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

44

# *Langu[illegible] Arts*
# *QCC Scope and Sequence*

## Written Communication
*Writing*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words. | | * | * | | | | | | | |
| | | | | | | | | | | |
| Writes about self-selected topics. | | | | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Writes in a variety of genres to produce paragraphs and compositions: | | | | | | | | | | |
| Personal narratives | | | | * | * | * | * | * | * | * |
| Imaginative stories | | | | * | * | * | * | * | * | * |
| Responses to literature | | | | * | * | * | * | * | * | * |
| Content area pieces | | | | * | * | * | * | * | * | * |
| Correspondence (including writing letters and addressing envelopes). | | | * | * | * | * | * | * | * | * |
| Expository Pieces | | | | | | * | * | * | * | * |
| Persuasive Pieces | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Applies correct principles of grammar: | | | | | | | | | | |
| Writes complete sentences | | | * | | | | | | | * |
| Uses correct capital letters | | | * | | | | | | | * |
| Uses correct punctuation | | | * | | | | | | | * |
| Applies correct rules of usage and expression. | | | * | | | | | | | * |
| | | | | | | | | | | |
| Applies correct principles of grammar, parts of speech, usage, and mechanics: | | | | | | | | | | |
| Writes complete sentences | | | | * | | | | | | * |
| Uses correct capitalization and punctuation | | | | * | | | | | | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## *QCC Scope and Sequence*

**Written Communication**

*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses correct word structure | | | | * | | | | | | * |
| Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory | | | | * | | | | | | |
| Identifies the parts of a sentence in various sentence patterns (simple subject and predicate). | | | | * | | | | | | |
| Forms singular, plural, and possessive nouns. | | | | * | | | | | | |
| Applies standard conventions of American English in subject-verb agreement | | | | * | | | | | | * |
| Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences | | | | * | | | | | | |
| | | | | | | | | | | |
| Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.) | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Communicates ideas by using the writing process: | | | | | | | | | | |
| PREWRITING | | | | | | | | | | |
| Generates ideas | | * | * | * | * | * | * | * | * | * |
| DRAFTING | | | | | | | | | | |
| Focuses on topic | | * | * | * | * | * | * | * | * | * |
| Uses prewriting ideas to complete first draft | | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible] Arts
# QCC Scope and Sequence

## Written Communication
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| REVISING | | | | | | | | | | |
| Expands use of descriptive words | | * | * | * | * | * | * | * | * | * |
| Improves sequence | | | * | * | * | * | * | * | * | * |
| Adds variety of sentence types | | | * | * | * | * | * | * | * | * |
| Organizes writing to include a clear beginning, middle, and ending | | | * | * | * | * | * | * | * | * |
| EDITING | | | | | | | | | | |
| Begins each sentence and proper noun with a capital letter | | * | * | * | * | * | * | * | * | * |
| Uses correct spelling | | * | * | * | * | * | * | * | * | * |
| Uses appropriate punctuation | | * | * | * | * | * | * | * | * | * |
| Uses complete sentences | | * | * | * | * | * | * | * | * | * |
| PUBLISHING | | | | | | | | | | |
| Shares writing with others. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Increases writing vocabulary. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Uses descriptive words and phrases. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Uses various organizational strategies, styles, and purposes. | | | | | | * | | | | |
| | | | | | | | | | | |
| Experiments with organization, style, purpose, and audience. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses available technology to assist in writing. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Uses left to right pattern of writing. | * | | | | | | | | | |

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* Standards will be reinforced as necessary each subsequent year

51

# Language Arts
# QCC Scope and Sequence

## Written Communication
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Prints name, self-selected words, and letters of the alphabet. | * | | | | | | | | | |
| | | | | | | | | | | |
| Copies simple shapes, designs, numerals, and letters. | * | | | | | | | | | |
| | | | | | | | | | | |
| Prints legibly: | | | | | | | | | | |
| Correctly forms letters and numbers; | | * | * | | | | | | | |
| Correctly spaces words and sentences. | | * | * | | | | | | | |
| | | | | | | | | | | |
| Begins to recognize cursive letters. | | | * | | | | | | | |
| | | | | | | | | | | |
| Writes legibly: | | | | | | | | | | |
| Correctly forms letters and numbers | | | | * | * | * | * | * | * | |
| Correctly spaces words and sentences | | | | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Uses various types of writing (personal, academic, business, and vocational). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses dialogue in writing. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Composes and revises using a computer. | | | | | | | | | | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
# *QCC Scope and Sequence*

## Written Communication
### *Grammar and Usage*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory. | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs. | | | | | * | * | | | | |
| | | | | | | | | | | |
| Identifies the eight parts of speech and their uses in a sentence. | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Identifies the parts of a sentence in various sentence patterns: | | | | | | | | | | |
| subjects (simple and compound) | | | | | * | | | | | |
| predicates (simple and compound) | | | | | * | | | | | |
| modifiers | | | | | * | | | | | |
| | | | | | | | | | | |
| Identifies the parts of a sentence in various sentence patterns: | | | | | | | | | | |
| subject (simple and compound) | | | | | | * | * | * | * | |
| predicates (simple and compound) | | | | | | * | * | * | * | |
| modifiers (words and prepositional phrases) | | | | | | * | * | * | * | |
| complements (predicate adjectives, predicate nominative, direct objects) | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Forms singular, plural, and possessive nouns. | | | | | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
# QCC Scope and Sequence

## Written Communication

### *Grammar and Usage*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Identifies principal parts and tenses of regular and irregular verbs. | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Identifies types of pronouns: subject, object, possessive. | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Writes simple and compound sentences and avoids fragments and run-on sentences. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Applies standard conventions of American English in: | | | | | | | | | | |
| Subject-verb agreement | | | | | * | * | * | * | * | * |
| Cases of personal pronouns | | | | | * | * | * | * | * | * |
| Principal parts of verbs | | | | | * | * | * | * | * | * |
| Comparisons of adjectives and adverbs | | | | | * | * | * | * | * | * |
| Pronoun/Antecedent | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Applies standard rules of capitalization. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | * |
| Applies standard rules of punctuation. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Spells frequently used words correctly and applies common spelling rules. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Identifies types of pronouns such as personal, interrogative, demonstrative. | | | | | | | * | * | * | |

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* **Standards will be reinforced as necessary each subsequent year**

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Grammar and Usage*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Writes simple and compound sentences and avoids run-ons and nonfunctional fragments. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Combines sentences using coordination (i.e., compound sentences). | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
# QCC Scope and Sequence

## Written Communication

*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing. | * | | | | | | | | | |
| Alphabetizes words to the first letter. | | * | | | | | | | | |
| Alphabetizes words to the second letter. | | | * | | | | | | | |
| Alphabetizes words to the third letter. | | | | * | | | | | | |
| Uses alphabetical order to locate information. | | | | | * | * | * | * | * | |
| Uses picture dictionaries as information sources. | | * | | | | | | | | |
| Uses beginning dictionaries as information sources. | | | * | | | | | | | |
| Uses abridged dictionaries to identify appropriate word meanings or correct spellings. | | | | * | * | | | | | |
| Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information. | | | | | | * | * | * | * | |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

### Written Communication
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Uses guide words to locate words in dictionaries and topics in encyclopedias. | | | * | | | | | | | |
| Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information. | | | | * | | | | | | |
| Uses guide words to locate information. | | | | | * | * | * | * | * | |
| Determines appropriate resource to answer specific questions. | | | | | * | | | | | |
| Locates information using the appropriate reference resources. | | | | | | * | * | * | * | * |
| Recognizes the organization of fiction and nonfiction books in the media center. | | * | * | * | | | | | | |
| Uses call numbers to locate information in the media center. | | | | | * | | | | | |
| Recognizes the author, illustrator, and title as identifying items of information about a book. | | * | | | | | | | | |
| Recognizes the purpose of the title page and the table of contents. | | * | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible]e Arts
# QCC Scope and Sequence

## Written Communication

*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses book parts including the title page, table of contents, and glossary as information sources. | | | * | | | | | | | |
| | | | | | | | | | | |
| Uses book parts including title page, table of contents, index and glossary as information sources. | | | | * | * | | | | | |
| | | | | | | | | | | |
| List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources. | | * | | | | | | | | |
| | | | | | | | | | | |
| Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources. | | | * | | | | | | | |
| | | | | | | | | | | |
| Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information. | | | | * | * | | | | | |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible] Arts
# QCC Scope and Sequence

## Written Communication

*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic. | | | | * | | | | | | |
| Skims material to locate specific information. | | | | * | | | | | | |
| Develops a simple outline from a short selection. | | | | | * | * | * | * | * | |
| Uses cross reference in multiple types of sources. | | | | | | * | * | * | * | |
| Uses the media center and available technology as sources of information and pleasure. | | * | * | * | * | * | * | * | * | * |
| Recognizes differences in paraphrasing, summarizing, and plagiarizing. | | | | | | | * | * | * | |
| Recognizes organizational systems used for collections or reference sources. | | | | | | | * | * | * | |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## *QCC Scope and Sequence*

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses research process by: | | | | | | | | | | |
| -Choosing topic | | | | | * | * | * | * | * | * |
| -Formulating questions | | | | | * | * | * | * | * | * |
| -Identifying key words | | | | | * | * | * | * | * | * |
| -Selecting sources | | | | | * | * | * | * | * | * |
| -Skimming | | | | | * | * | * | * | * | * |
| -Paraphrasing | | | | | * | * | * | * | * | * |
| -Taking notes | | | | | * | * | * | * | * | * |
| -Organizing | | | | | * | * | * | * | * | * |
| -Presenting | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Analyzes information to determine relevance to topic. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases). | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Selects main ideas and supporting details from two or more sources and creates an outline. | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Documents sources with reference citations (bibliography or footnotes). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses a study technique: | | | | | | | | | | |
| PQRST (preview, question, read, study, test) | | | | | * | * | * | * | * | |
| SQ3R (survey, question, read, review, report) | | | | | * | * | * | * | * | |
| PQ4R (preview, question, research, read, review, report) | | | | | * | * | * | * | * | |
| 4R (research, read, review, report) | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.). | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Works as a team to solve problems. | | | | | | | | | | * |

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* Standards will be reinforced as necessary each subsequent year

# Introduction to Language Arts
# Quality Core Curriculum
## 6-8

As a part of the Quality Core Curriculum (QCC) revision process, language arts teachers, school administrators, college professors, and business leaders from across Georgia reviewed and revised the language arts curriculum in grades K-12. The team was subdivided into three groups, K-5, 6-8, and 9-12. Careful consideration was given to every content standard, and the committees reached consensus about the inclusion and wording of each one.

Three points are noteworthy about the standards in grades 5-8. One, to ensure a thorough foundation of knowledge for high school, content standards have been deliberately repeated and spiraled from one grade level to the next. Two, a seventh strand, grammar and usage, has been added to the six existing strands. Three, technology has been incorporated in all appropriate objectives.

The intent of the committee has been to produce a curriculum document that is readable, concise, measurable, sequential, achievable, and most of all, usable. The document allows teachers to make implementation decisions on a local level for the improvement of education of Georgia's students.

# Georgia Quality Core Curriculum

## Language Arts: Grade 6

### *Grammar and Usage*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.6.1 | Identifies the types of sentences according to purpose: declarative, interrogative, imperative, exclamatory | | | |
| LA.6.2 | Identifies the eight parts of speech and their uses in sentences | | | |
| LA.6.3 | Identifies the parts of a sentence in simple and compound sentences<br>-subjects<br>-predicates<br>-complements (predicate adjectives, predicate nominatives, direct objects)<br>-modifiers (words and phrases) | | | |
| LA.6.4 | Forms singular, plural, and possessive nouns | | | |
| LA.6.5 | Uses principal parts to form tenses of regular and irregular verbs | | | |
| LA.6.6 | Identifies types of pronouns such as personal, interrogative, and demonstrative | | | |
| LA.6.7 | Writes simple and compound sentences and avoids run-ons and nonfunctional fragments | | | |
| LA.6.8 | Combines sentences using coordination (i.e., compound sentences) | | | |
| LA.6.9 | Applies standards of American English to:<br>-subject-verb agreement<br>-cases of personal pronouns<br>-pronoun/antecedent agreement<br>-principal parts of verbs<br>-comparisons of adjectives and adverbs | | | |
| LA.6.10 | Applies standard rules of capitalization | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.6.11 | Spells frequently used words and applies common spelling rules | | | |
| LA.6.12 | Applies standard rules of punctuation | | | |
| ***Listening*** | | | | |
| LA.6.13 | Expands listening vocabulary | | | |
| LA.6.14 | Follows oral directions and asks questions for clarification | | | |
| LA.6.15 | Listens and responds to various language patterns and literary forms including regional examples (dialect) | | | |
| LA.6.16 | Responds to literal, inferential, and critical questions | | | |
| LA.6.17 | Determines the denotative and connotative meanings of words in oral context | | | |
| LA.6.18 | Summarizes oral information | | | |
| LA.6.19 | Records orally presented information (takes notes) | | | |
| LA.6.20 | Listens and responds to literature presented orally | | | |
| LA.6.21 | Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals) | | | |
| ***Literature*** | | | | |
| LA.6.22 | Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths) | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.6.23 | Responds to literal, inferential, and critical questions about literature | | | |
| LA.6.24 | Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view | | | |
| LA.6.25 | Recognizes common elements of poetry (rhyme, rhythm, stanza, and figurative language) | | | |
| LA.6.26 | Experiences traditional and contemporary literature through a variety of media | | | |
| LA.6.27 | Recognizes writer's purpose in fiction and nonfiction | | | |
| LA.6.28 | Recognizes cultures and values represented in literature | | | |
| LA.6.29 | Recognizes that literature reflects human experiences | | | |
| LA.6.30 | Responds creatively to literature (drama, art, multi-media projects) | | | |
| LA.6.31 | Identifies and chooses literature according to personal interests | | | |
| ***Reading*** | | | | |
| LA.6.32 | Reads for a variety of purposes to obtain meaning from different kinds of materials | | | |
| LA.6.33 | Reads for pleasure | | | |
| LA.6.34 | Recognizes differences between fiction and nonfiction | | | |
| LA.6.35 | Distinguishes between fact and opinion | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.6.36 | Expands reading vocabulary | | | |
| LA.6.37 | Interprets literal and nonliteral meanings of words and phrases | | | |
| LA.6.38 | Recognizes syntactic and semantic relationships | | | |
| LA.6.39 | Uses word recognition strategies (e.g., affixes, roots, and compound words) to acquire new vocabulary | | | |
| LA.6.40 | Uses context clues to determine meanings of unknown words | | | |
| LA.6.41 | Adjusts reading speed according to purpose and rereads for comprehension | | | |
| LA.6.42 | Recognizes explicit and implicit main ideas, details, sequence of events, and cause-effect relationships | | | |
| LA.6.43 | Makes predictions and comparisons | | | |
| LA.6.44 | Makes generalizations and draws conclusions | | | |
| LA.6.45 | Recognizes persuasion techniques in propaganda and advertising | | | |
| LA.6.46 | Recognizes bias and stereotypes | | | |
| LA.6.47 | Recognizes relevance of data | | | |
| LA.6.48 | Interprets written instructions and other directive information | | | |
| LA.6.49 | Applies reading strategies to specific content and subject matter | | | |

## Reference and Study Skills

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.6.50 | Recognizes differences among paraphrasing, summarizing, and plagiarizing | | | |
| LA.6.51 | Recognizes organizational systems used in media centers for collections and reference sources | | | |
| LA.6.52 | Uses a research process: topic selection, question formation, key word identification, source selection, skimming, paraphrasing, note-taking, summarizing, and presenting | | | |
| LA.6.53 | Selects appropriate sources (database, electronic multi-media technologies, microforms, interviews, general and specialized references, community resource files, and periodical indices) to collect information on a given topic | | | |
| LA.6.54 | Analyzes information to determine relevance to topic | | | |
| LA.6.55 | Retrieves information on a single topic from multiple sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and databases) | | | |
| LA.6.56 | Selects main ideas and supporting details from multiple sources, and creates an outline | | | |
| LA.6.57 | Documents sources with reference citations | | | |
| LA.6.58 | Uses study techniques such as<br>-PQRST (Preview, Question, Read, Study, Test)<br>-SQ3R (Survey, Question, Read, Review, Report)<br>-PQ4R (Preview, Question, Research, Read, Review, Report)<br>-4R (Research, Read, Review, Report) | | | |
| LA.6.59 | Develops strategies for taking tests in different formats (multiple choice, sentence completion, essay, etc.) | | | |
| LA.6.60 | Uses the media center as a source of information and pleasure | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Speaking*** | | | | |
| LA.6.61 | Expands speaking vocabulary | | | |
| LA.6.62 | Communicates effectively through oral expression | | | |
| LA.6.63 | Adjusts manner and style of speaking to suit audience and situation | | | |
| LA.6.64 | Paraphrases and discusses information in a variety of settings | | | |
| LA.6.65 | Participates in oral presentations | | | |
| LA.6.66 | Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and storytelling | | | |
| LA.6.67 | Develops awareness of nonverbal communication such as gestures, body language, and facial expressions | | | |
| LA.6.68 | Uses standards of American English in appropriate settings | | | |
| ***Writing*** | | | | |
| LA.6.69 | Uses a writing process that involves prewriting, drafting, revising, editing (can involve peer editing), proofreading, and publishing | | | |
| LA.6.70 | Writes paragraphs that include unifying ideas and supporting details (may include topic sentence and clincher sentence) | | | |
| LA.6.71 | Produces paragraphs and compositions for a variety of purposes (exposition, description, narration, and persuasion) | | | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.6.72 | Expands writing vocabulary | | | |
| LA.6.73 | Experiments with organization, style, purpose, and audience | | | |
| LA.6.74 | Produces various types of writing (personal, academic, business, and vocational) | | | |
| LA.6.75 | Uses descriptive words and phrases | | | |
| LA.6.76 | Uses dialogue in writing | | | |
| LA.6.77 | Applies grammatical and mechanical conventions in writing | | | |
| LA.6.78 | Correctly spells frequently used words and commonly confused words (e.g., to, two, too) | | | |
| LA.6.79 | Writes legibly | | | |
| LA.6.80 | Uses available electronic communication technologies in writing | | | |

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## *Georgia's Quality Core Curriculum*

# Mathematics
# Grade 6

# Introduction to Mathematics
# Quality Core Curriculum
## 6-8

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers*, will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics and with other disciplines. The common strands - Problem Solving, Computation & Estimation, Number & Number Relationships, Number Systems & Number Theory, Geometry, Measurement, Statistics, Probability, Patterns & Functions, and Algebra - are integrated throughout the curriculum to provide cohesion and continuity and to ensure smooth transitions throughout the K-12 curriculum.

The content standards in the Mathematics 6-8 QCC are categorized by these strands. Some content strands relate to all strands, and are listed first at each grade level. Then, for convenience, the strands are listed alphabetically with their corresponding content standards.

The Mathematics QCC is designed to support teachers as they instructionally maximize each student's mathematical experiences. Teachers are urged to provide opportunities for upward movement through the curriculum, so that students are not restricted to their current grade level. Knowledge acquisition requires a transition from concrete, through pictorial, to abstract for all students at all levels and ages. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes.

Incorporating technology into instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning process. Scientific calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

Communication is a vital link in the QCC. Thinking, speaking, writing, and applying mathematics are invaluable assets. Teaching students these skills can be facilitated through questioning, discussions, reports, projects, journals, oral presentations, experiments, summarizing collected data, and hypothesizing. Collectively, these experiences help students make transitions from informal, intuitive ideas to more abstract and symbolic mathematical language. Reading, writing, and discussing mathematics promote clarity of thought and facilitate deeper understanding of concepts and ideas. Students will improve and gain confidence in their own abilities to explain, defend, and make conjectures.

The middle school curriculum has been reviewed and revised to ensure that students completing the eighth grade will have had the content necessary for success in Algebra I. The content of the high school prealgebra course is now incorporated throughout the middle school curriculum, with major emphasis in the eighth grade.

The Mathematics QCC Revision Team has carefully considered and incorporated the curriculum standards proposed by national and state initiatives, as well as revision evaluation suggestions made by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

# Georgia Quality Core Curriculum

## Mathematics: Grade 6

**All Strands: Problem Solving; Algebra; Computation & Estimation; Geometry; Measurement; Number & Number Relationships; Number Systems & Number Theory; Patterns & Functions; Probability; Statistics**

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.1 | Solves problems, reasons, and estimates throughout mathematics.<br>- Selects and uses problem-solving strategies such as reading the problem, drawing a picture or diagram, using trial and error, making a table or chart, looking for patterns, making a simpler problem and then generalizing, working backwards, etc.<br>-Selects and uses appropriate tools (such as mental computation, calculators, manipulative materials, paper and pencil, computer) in solving problems.<br>-Uses appropriate estimation strategies (such as front-end, breaking numbers apart, compatible numbers, guess and check, clustering, rounding, compensation) to check the reasonableness of results.<br>-Solves nonroutine problems for which the answer is not obvious.<br>-Relates concepts and skills to practical applications. | Problem Solving Strategies,<br>Reasoning,<br>Estimation Strategies,<br>Mental Computation | Appropriate Methods and Tools<br>Applications | |
| M.6.2 | Describe orally and in writting, using the appropriate mathematical vocabulary, mathematical concepts and procedures, such as solving a word problem or computing. | Communication,<br>Reasoning | Vocabulary | |
| M.6.3 | Uses scientific calculator and computer skills to solve problems, to discover patterns and sequences, to investigate situations and draw conclusions. | Technology,<br>Calculator Skills,<br>Computer Skills,<br>Problem Solving,<br>Reasoning | Pattern Sequence | |
| M.6.4 | Uses computer software and applications to research, investigate, and analyze data and to represent this information using charts, tables, graphs, or other presentation forms. | Technology,<br>Computer Skills,<br>Charts,<br>Tables,<br>Graphs | Research,<br>Investigation,<br>Data Analysis | |

## Algebra

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.5 | Uses a variable to represent an unknown amount in a mathematical expression or equation (number sentence), and evaluates simple algebraic expressions (e.g., Given a + 4. If a = 2, then 2 + 4 = 6). | Expressions,<br>Equations (Number Sentences) | Variable | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Algebra; Computation & Estimation*** | | | | |
| M.6.6 | Uses order of operations to simplify numeric expressions that involve addition and subtraction with and without parenthesis. | Expressions | Order of Operations, Parentheses | |
| ***Algebra; Number & Number Relationships*** | | | | |
| M.6.7 | Finds the value of or solves for the variable in a simple algebraic equation such as $a + 6 = 10$. | Equations (Number Sentences) | Variable (placeholder) | |
| ***Algebra; Problem Solving*** | | | | |
| M.6.8 | Writes and solves a simple one-step equation (number sentence) for a given word problem. | Problem Solving,<br>Equations | | |
| ***Computation & Estimation; Number & Number Relationships*** | | | | |
| M.6.9 | Uses addition, subtraction, multiplication, and division (interpreting remainders in context of problem) in computation and problem solving with whole numbers, decimals, fractions, and mixed numbers with like and unlike denominators. | Whole Numbers,<br>Decimals,<br>Fractions,<br>Mixed Numbers,<br>Remainders | Appropriate Methods | |
| ***Computation & Estimation; Number & Number Theory*** | | | | |
| M.6.10 | Performs computations mentally using strategies such as multiples of ten, compatible numbers, compensation, or breaking apart numbers. | Mental Computation Strategies | Multiples,<br>Compensation,<br>Compatible Numbers | |

# Georgia Quality Core Curriculum

## Computation & Estimation; Number & Number Relationships; Algebra

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.11 | Computes percent of a number using ratio, proportions, and equations. | Percent,<br>Equations | Ratio,<br>Proportion | |

## Geometry

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.12 | Uses characteristics and properties of lines and line segments to compare and contrast (i.e., geometric shapes, angles) and to establish relationships. | Lines and Line Segments | Parallel,<br>Perpendicular,<br>Vertical,<br>Intersecting,<br>Horizontal | |
| M.6.13 | Identifies the component parts of an angle, its vertex, and sides or rays; and classifies angles as acute, right, obtuse, or straight. | Angles | Angle Components,<br>Angle Types | |
| M.6.14 | Identifies lines of symmetry. | Geometric Figures | Symmetry,<br>Line of Symmetry | |
| M.6.15 | Identifies face, edge, and vertex of a geometric solid. | Geometric Figures | Solids | |
| M.6.16 | Identifies congruent and similar geometric figures. | Geometric Figures | Congruence,<br>Similarity | |
| M.6.17 | Identifies effects of basic transformations on geometric shapes. | Transformations | Rotation (Turn),<br>Reflection (Flip),<br>Translation (Slide) | |
| M.6.18 | Contrasts and classifies simple plane and solid geometric figures by their properties. | Geometric Figures | Solid Figure,<br>Plane Figure,<br>Geometric Properties,<br>Classifying | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **Geometry; Algebra** | | | | |
| M.6.19 | Locates, names, and graphs an ordered pair of numbers on a coordinate plane. | Graphing | Ordered Pair,<br>Coordinate Plane | |
| **Geometry; Measurement** | | | | |
| M.6.20 | Identifies terms associated with a circle and finds the circumference using pi. | Circles | Diameter,<br>Radius,<br>Circumference | |
| **Measurement** | | | | |
| M.6.21 | Selects and uses appropriate customary and metric units of measure for length (including perimeter), area, volume, capacity, time, temperature, and weight/mass. | Customary Units,<br>Metric Units | Length,<br>Perimeter,<br>Area,<br>Volume/Capacity,<br>Time,<br>Temperature,<br>Weight/Mass | |
| M.6.22 | Measures angles using a protractor. | Angle Measurement | Degree,<br>Protractor | |
| M.6.23 | Converts from one metric unit to another metric unit, and from one customary unit to another customary unit (length, capacity, weight/mass). | Customary Units,<br>Metric Units,<br>Conversion within System | Length,<br>Capacity,<br>Weight,<br>Mass | |
| M.6.24 | Estimates measures using strategies such as walking off or pacing, rough comparison, and reference point for length or capacity, and evaluates reasonableness of results. | Estimation Strategies,<br>Measurement,<br>Estimation | Reasonableness of Results | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Measurement; Geometry*** | | | | |
| M.6.25 | Uses concrete models to develop and apply formulas forr area, perimeter, and volume. | Area,<br>Perimeter,<br>Volume | Parallelogram,<br>Square,<br>Rectangle,<br>Triangle,<br>Rectangular Prism | |
| ***Number & Number Relationships*** | | | | |
| M.6.26 | Reads and writes numbers through billions, in both numerical and word forms. | Whole Numbers,<br>Number Words | Place Value,<br>Standard Notation | |
| M.6.27 | Writes numerals, up to the thousands, in expanded and standard notation interchangeably. | Expanded Notation,<br>Standard Notation | Place Value,<br>Equivalent Representations | |
| M.6.28 | Identifies place value for whole numbers (billions) and decimals (thousandths). | Whole Numbers,<br>Decimals | Place Value | |
| M.6.29 | Uses concrete and visual models to represent parts of a whole for fractions, decimals, and percents. | Fractions,<br>Decimals,<br>Percents | Part of a Whole Models | |
| M.6.30 | Uses fractions, decimals and percents interchangeably (e.g., 1/4, .25, 25%). | Fractions,<br>Decimals,<br>Percents | Equivalent Representations | |
| M.6.31 | Rounds fractions and decimals to the nearest whole number, and rounds whole numbers and decimals to nearest thousand(th). | Fractions,<br>Decimals,<br>Whole Numbers,<br>Estimation | Rounding | |
| M.6.32 | Changes improper fractions to mixed numbers and changes mixed numbers to improper fractions. | Fractions,<br>Mixed Numbers | Equivalent Representations | |
| M.6.33 | Converts a decimal to a whole number multiplied by a power of ten. | Powers of Ten | Equivalent Representations | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.34 | Identifies and uses symbols of equality and inequality. | Expressions,<br>Equations,<br>Inequalities | Symbol,<br>Equality,<br>Inequality | |
| M.6.35 | Compares and orders whole numbers, integers, fractions, and decimals, using a number line when appropriate. | Fractions,<br>Decimals,<br>Integers | Number Line,<br>Ordering | |
| M.6.36 | Uses a ratio to compare two quantities such as 1:2, 1/2, or 1 to 2. | Ratio,<br>Proportion | Equivalent Representations | |
| M.6.37 | Expresses equivalent ratios as a proportion (e.g., 1/2 = 4/8). | Ratio,<br>Proportion | Equivalence,<br>Equivalent Representations | |

### Number & Number Relationships; Problem Solving; Algebra

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.38 | Represents practical problem situations using integers (e.g., temperature above and below zero, directions, loss or gain). | Integers | Number Line | |

### Number Systems & Number Theory

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.39 | Identifies numbers as odd, even, prime, and composite. | Divisibility,<br>Number Properties | Even,<br>Odd,<br>Prime,<br>Composite | |
| M.6.40 | Identifies and uses prime factors in practical applications, writes the prime factorization for a composite number, finds the multiples of a given number, and finds the greatest common factor and least common multiple of a set of numbers. | Divisibility | GCF,<br>LCM,<br>Multiple,<br>Factor,<br>Prime Factorization | |
| M.6.41 | Uses divisibility rules for 2, 3, 5, and 10. | Divisibility | Factor,<br>Multiple,<br>Prime,<br>Composite | |

## Number Systems & Number Theory; Algebra

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.42 | Recognizes and uses the commutative and associative properties of addition and multiplication, the distributive property, identities, inverses (including reciprocals), and properties of zero. | Properties of Real Numbers | Associative,<br>Commutative,<br>Distributive,<br>Identity,<br>Inverse,<br>Reciprocal,<br>Properties of Zero | |

## Patterns & Functions; Problem Solving

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.43 | Recognizes, describes, and generalizes patterns and sequences. | Sequences,<br>Patterns | | |

## Probability

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.44 | Identifies possible outcomes of a simple experiment and predicts or describes probability of a given event. | Probability | Event,<br>Experiment | |
| M.6.45 | Explores the relationship between actual outcomes (experimental probability) and expected outcomes (theoretical probability). | Probability | Experimental Outcome,<br>Theoretical Probability | |

## Problem Solving

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.46 | Selects and uses appropriate problem-solving strategies, determines operations to use and whether problems contain extraneous or insufficient information. | Problem Solving Strategies | Extraneous or Insufficient Information | |

## Problem Solving; Computation & Estimation

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.47 | Solves problems using one or two operations. | Problem Solving | | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.6.48 | Uses currency in practical problem solving | Currency | | |
| M.6.49 | Uses proportion to solve problems. | Proportion | | |

## Statistics; Patterns & Functions

| | | | | |
|---|---|---|---|---|
| M.6.50 | Collects and organizes data, and determines appropriate method and scale to display data. | Charts,<br>Tables,<br>Graphs | Data Collection,<br>Data Organization,<br>Data Display,<br>Scale | |
| M.6.51 | Constructs tables, charts, pictographs and bar, circle, and simple line graphs to display data. | Charts,<br>Tables,<br>Graphs | Data Organization,<br>Data Display | |
| M.6.52 | Finds median, mean, mode, and range of a given set of data | Measures of Central Tendency and Spread | Mean,<br>Median,<br>Mode,<br>Range | |
| M.6.53 | Reads, interprets, and makes predictions based on data displays. | Charts,<br>Tables,<br>Graphs | Data Interpretation,<br>Prediction,<br>Data Display | |

*Georgia's Quality Core Curriculum*

# Science
# Grade 6

# Introduction to Science
# Quality Core Curriculum
# K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

## Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

## Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

## Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.

- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.

- Uses indices, tables of contents, and online searches to locate information related to science concepts.

## Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

## Tools

Uses appropriate tools to collect and analyze data and solve problems.

## Basic Process Skills

**Observation** includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

**Classification** includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

**Communication** includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

**Measurement** includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

**Prediction** includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

**Inference** includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

## Higher Level Process Skills

**Identification of variables** includes finding the variables of a system and selecting those to be held constant.

**Manipulation of variables** includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

**Interpretation of data** includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

**Operational definition** includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

**Formulation of models** includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

**Experimentation** includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

**Construction of hypotheses** includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to established.

**Drawing conclusions** includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

## Science (6-12): Grade 6

### *Physical Science*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.6.1** | Uses process skills of observing, classifying, communicating, measuring, predicting, inferring, identifying, and manipulating variables, recording analyzing and operationally defining, formulating models, experimenting, constructing hypotheses and drawing conclusions. | Scientific Inquiry Process | Investigation involves carefully collected, relevant evidence, logical reasoning, and some imagination when developing hypotheses and explanations. | Assessment Recommendations: Teach throughout the year through lab activities. |
| **S.6.2** | Understands and applies laboratory safety rules and practices. | Safety Skills | Scientific investigations require safety precautions for the scientist and others. | Assessment Recommendations: Demonstrates in the lab appropriate safety procedures, i.e., NSTA Standards. |
| **S.6.3** | Defines and identifies standards of measurement.<br>3.1 Names the prefixes used in the SI system.<br>3.2 Identifies SI units and symbols for length, volume, mass, density, time, and temperature.<br>3.3 Converts measurements among related SI units.<br>3.4 Uses appropriate tools for determining mass volume, temperature, density, and length. | Standard International (SI) Measurements (Metric System) | Scientists often repeat an experiment several times before accepting a consistent result as a rule. Consequently, a universal system of measurement is necessary. | Assessment Recommendations: Selects and uses in the lab appropriate tools for the measurement of mass, volume, temperature, and density. |
| **S.6.4** | Selects and uses multiple types of print and nonprint sources for information on science concepts. | Reference Skills | Scientific investigation requires the use of proper techniques in order to gather information. | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.6.5** | Explains the properties and phases of matter, using as an example the composition and properties of water.<br>5.1 Distinguishes between atoms and molecules and among elements, mixtures and compounds.<br>5.2 Describes the structure of elements.<br>5.3 Describes the periodic table of elements and uses it to find information about an element.<br>5.4 Uses the periodic table to classify an element as a metal, nonmetal, or metalloid.<br>5.4 Describes atomic number and atomic mass.<br>5.6 Distinguishes physical and chemical properties and physical and chemical changes.<br>5.7 Recognizes and writes common chemical symbols, chemical formulas, and chemical equations. | Structure of Matter | Different arrangements of atoms compose all substances. These materials exist in different states - (solid, liquid and gas) and have different properties. Atoms combine to form molecules, the smallest particle of a substance that retains its properties. These molecules can combine to form single elements, other compounds, or mixtures. There are more than 100 known elements. Elements combine in numerous ways to produce compounds that form the living and nonliving substances that we encounter. Elements can be grouped according to similar properties. | Assessment Recommendations:<br>Uses a lab activity to identify objects as a solid, liquid, or gas.<br>Writes common chemical symbols, formulas and equations. |
| **S.6.6** | Analyzes the relationship of matter and energy.<br>6.1 Describes how the molecular motion changes in each phase of matter.<br>6.2 Discusses the nature of freezing, condensing, boiling, and evaporating. | Structure of Matter | Atoms in solids are close together and don't move about easily; in liquids, atoms are close together and "stick" to each other, but move about easily; atoms in gas are quite far apart and move about freely. | Assessment Recommendations:<br>Diagrams the molecular arrangement and movement in a solid, liquid and gas. |
| **S.6.7** | Defines acid and base.<br>7.1 Describes the characteristic properties of acids and bases.<br>7.2 Lists the names, formulas, and uses of some common acids and bases.<br>7.3 Explain what a salt is and how salts form. | Structure of Matter | Many compounds can be classified as acids, bases or salts, based upon observable properties. | Assessment Recommendations:<br>Writes a topic report on common acids, bases, and salts.<br>Identifies common household acids, bases, and salts. |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.6.8** | Describes how energy and work are related<br>8.1 Distinguishes between kinetic and potential energy<br>8.2 Describes different forms of energy (e.g., mechanical, electrical, chemical, radiant, nuclear, etc.)<br>8.3 Describes how energy and power are related | Motion, Forces, and Energy | Energy is the ability to cause change. Energy may be in the form of motion (kinetic energy) or may be stored (potential energy). Energy exists in many different forms, and it can be changed from one form to another with no loss of total energy. Work is the transfer of energy through motion. Work is done only when force produces motion in the direction of the force. Power describes the relationship that exists between work and time. | Assessment Recommendations: Designs an experiment to demonstrate potential and kinetic energy. |
| **S.6.9** | Defines speed as a rate<br>9.1 Performs calculations involving speed, time, and distance to interpret distance-time graphs<br>9.2 Compares and contrasts speed, velocity, and acceleration<br>9.3 Recognizes different examples of forces<br>9.4 States and describes Newton,s three laws of motion<br>9.5 Gives examples of the effects of gravity<br>9.6 Relates gravitational force to mass and distance<br>9.7 Distinguishes between mass and weight<br>9.8 Evaluates the advantages and disadvantages of passenger restraint devices as related to force and motion | Motion, Forces, and Energy | An object's motion can be described and represented graphically according to its position, direction of motion and speed. Every object exerts gravitational force on every other object. The force depends on the mass of and the distance between the objects.<br>Passenger restraint devices provide a measure of safety as technological advances have increased the need for protection relative to forces and motion [illegible] | Assessment Recommendations: Designs models to illustrate Newton's three laws of motion. |
| **S.6.10** | Explains the relationship among force, motion and acceleration<br>10.1 Explains why objects thrown or shot follow a curved path<br>10.2 Compares motion in a straight line with circular motion<br>10.3 Defines weightlessness<br>10.4 Analyzes action and reaction forces<br>10.5 Explains conservation of momentum | Motion, Forces, and Energy | An unbalanced force acting on an object changes its speed, path of motion, or both. If a force acts toward a single center, the object's path may curve into an orbit around the center. | Assessment Recommendations: Performs a lab activity that demonstrates the relationship between force, motion and acceleration. |
| **S.6.11** | Describes how particles of a fluid exert pressure<br>11.1 States Archimedes' principle<br>11.2 States Bernoulli's principle and describes a way Bernoulli's principle is applied<br>11.3 Explains how a hydraulic device operates | Motion, Forces, and Energy | Fluids can be liquids or gases and are impacted by the physical characteristics of the environment. | Assessment Recommendations: Designs an experiment that demonstrates Archimedes' and Bernoulli's principles. |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.6.12** | Explains how machines make work easier.<br>12.1 Describes six types of simple machines.<br>12.2 Recognizes the simple machines that make up a compound machine.<br>12.3 Describes the relationship between work, power, and time.<br>12.4 Explains what the science of bionics involves (STS).<br>12.5 Contrasts two methods of using electrical signals to trigger motion of a limb or other body processes (STS). | Motion, Forces, and Energy | Machines make work easier by changing the size of the force applied to it, the direction of the force, or both. Simple and compound machines, along with advances in technology, have improved the overall quality of life. | Assessment Recommendations:<br>Constructs working models of simple and compound machines.<br>Designs an experiment that demonstrates potential and kinetic energy. |
| **S.6.13** | Explains how satellites are placed in orbit around the earth (STS).<br>13.1 Gives examples of how satellites are used to improve the overall quality of life (STS). | Motion, Forces, and Energy | Technology has influenced the course of history. The space program is largely responsible for revolutions in medicine, warfare, transportation, information processing and communications that have radically changed how people live. | |
| **S.6.14** | Investigates the characteristics, movements, and measurements of heat energy.<br>14.2 Demonstrates the difference between heat and temperature.<br>14.2 Shows how heat causes matter to expand and contract.<br>14.3 Explains how heat is transferred by conduction, convection, and radiation.<br>14.4 Identifies some causes and effects of thermal pollutions (STS).<br>14.5 Discusses some possible solutions for thermal pollution problems (STS). | Energy and Its Transformation: Heat | Energy appears in different forms. Heat energy results in disorderly motion of molecules. Heat energy can be transferred through materials by the collision of atoms or across space by radiation. If a material is fluid, currents will be set up that aid the transfer of heat. Heat energy moves in predictable ways, flowing from warmer objects to cooler ones until both objects are at the same temperature. The environment can be affected by the uses of heat energy. | |
| **S.6.15** | Describes how waves carry energy.<br>15.1 Discusses the characteristics and properties of waves.<br>15.2 Explains how wavelength, frequency, and speed are related.<br>15.3 Compares transverse and compressional waves.<br>15.4 Describes how waves are refracted and reflected. | Energy and Its Transformation: Waves | Waves carry energy from place to place. All waves can be described by the same set of basic properties. Waves can superpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material. | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| S.6.16 | Contrasts electromagnetic waves and other kinds of waves (e.g., sound, water).<br>16.1 Describes the electromagnetic spectrum.<br>16.2 Explains at least one application of each type of electromagnetic wave. | Energy and Its Transformation: Light | Electromagnetic radiation is a form of energy. Light is one form of electromagnetic radiation. | Assessment Recommendations: Draws and labels the electromagnetic spectrum. |
| S.6.17 | States and give an example of the law of reflection.<br>17.1 Explains how refraction is used to separate light into the colors of the spectrum.<br>17.2 Describes how diffraction and interference patterns demonstrate wave behavior. | Energy and Its Transformation: Light | Light is the visible part of the electromagnetic spectrum. It has characteristic wave properties. | |
| S.6.18 | Investigates the relationship between light and color.<br>18.1 Describes the differences among opaque, transparent, and translucent materials.<br>18.2 Explains how you see color.<br>18.3 Describes the difference between light color and pigment color. | Energy and Its Transformation: Light | Human eyes respond to only a narrow range of wavelengths of electromagnetic radiation - visible light. Differences of wavelengths within that range are perceived as differences in color. | Assessment Recommendations: Constructs a model that demonstrates the relationship between light and color (examples of materials, prisms, light filters, or diffraction gratings). |
| S.6.19 | Discusses how light interacts with mirrors and lenses to produce images.<br>19.1 Explains how images are formed in mirrors.<br>19.2 Identifies uses of plane, concave, and convex mirrors.<br>19.3 Describes the types of images formed with convex and concave lenses.<br>19.4 Compares refracting and reflecting telescopes.<br>19.5 Discusses the technological advances in the use of light (e.g., fiber optics, lasers, cameras, microscopes, etc.) | Energy and Its Transformation: Light | Light interacts with mirrors and lenses to produce images. Light is used in a variety of ways to improve our lives. | Assessment Recommendations: Constructs a telescope periscope or camera using lenses and mirrors. |
| S.6.20 | Lists the characteristics of electricity.<br>20.1 Describes how static and current electricity differ.<br>20.2 Describes the relationship between electrical current and circuits.<br>20.3 Explains how a dry cell is a source of electricity.<br>20.4 Describes, sketches and lists applications for a series and parallel circuit.<br>20.5 Distinguishes between conductors and insulators.<br>20.6 Identifies the function of circuit breakers and fuses.<br>20.7 Calculates the amount of electrical energy in kilowatt-hours.<br>20.8 Explains the occurrence of lightning in terms of induction and static discharge (STS).<br>20.9 Evaluates the positive and negative aspect of lightning induced forest fires (STS).<br>20.10 Identifies safety measures when dealing with electricity and lightning (STS). | Energy and Its Transformation: Electricity | Electricity is a form of energy that is produced by a variety of sources and can be transformed into almost any other form of energy. Electricity is used to distribute energy quickly and conveniently to distant locations. | Assessment Recommendations: Builds a parallel and series circuit. |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.6.21** | Describes the properties of magnets.<br>21.1 Defines magnetic field.<br>21.2 Explain the magnetic effects of a current in a wire.<br>21.3 Compares and contrasts voltmeters and ammeters.<br>21.4 Describes the function of an electric motor.<br>21.5 Describes how a generator produces electric current.<br>21.6 Distinguishes between alternating and direct current.<br>21.7 Explainss the function of step up and step down transformers.<br>21.8 Describes the characteristics and applications of super conductors (STS).<br>21.9 Describes the use of magnetic resonance imaging (MRI) in medicine (STS). | Energy and Its Transformation: Electricity and Magnetism | Electrical flow causes magnetic effects and moving magnets are used to produce electrical energy. | Assessment Recommendations:<br>Uses a model to demonstrate properties of magnets.<br>Constructs a model of a motor generator.<br>Prepares a written paper discussing the uses of magnets. |
| **S.6.22** | Describes sound as a form of energy produced by vibrations.<br>22.1 Lists the characteristics of waves.<br>22.2 Discusses the relationship between frequency and wavelength.<br>22.3 Compares and contrasts transverse and compressional waves. | Energy and Its Transformation: Sound | Sound is a form of energy that travels as waves through various media. | Assessment Recommendations:<br>Draws a wave illustrating frequency and wavelength. |
| **S.6.23** | Describes the transmission of sound through a medium.<br>23.1 Identifies the relationships between intensity and loudness, and frequency and pitch.<br>23.2 Illustrates the Doppler effect. | Energy and Its Transformation: Sound | Sound waves move at different speeds in different materials. | Assessment Recommendations:<br>Creates an activity that demonstrates how sound is transmitted. |
| **S.6.24** | Distinguishes between music and noise.<br>24.1 Describes why instruments produce sounds of different quality.<br>24.2 Explains two types of wave interference. | Energy and Its Transformation: Sound | A sound that is pleasant to one may be noise to another. | Assessment Recommendations:<br>Constructs a musical instrument. |
| **S.6.25** | Explains how sound waves are used to create images of body organs.<br>25.1 Describes the uses of ultrasound technology in medicine (STS). | Energy and Its Transformation: Sound | Technologies having to do with disease detection and prevention have resulted in longer life and increases in the human population. | |
| **S.6.26** | Recognizes the major energy sources people use today to meet their energy needs.<br>26.1 Defines and investigates energy sources such as solar, wind, geothermal heat, nuclear, fossil fuels, and hydroelectric power.<br>26.2 Identifies ways energy can be conserved.<br>26.3 Compares and contrasts alternative energy sources.<br>26.4 Identifies models that demonstrate how wind, sun, water, geothermal energy and waves can be used as alternative energy sources.<br>26.5 Discusses problems associated with storing and disposal of nuclear waste. | Energy and Its Transformation: Alternative Energy Sources | Nonrenewable energy sources are limited and alternative energy sources must be developed and used wisely. | Assessment Recommendations:<br>Researches the advantages and disadvantages of alternative energy sources. |

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Georgia's Quality Core Curriculum

# Social Studies
# Grade 6

# Introduction to Social Studies
# Quality Core Curriculum
# K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

-refining content standards to clarify content and skills
-correlating content standards to appropriate core values
-building on concepts introduced at earlier stages of instruction
-providing content standards that are clearly measurable
-identifying civic responsibility, information processing, and problem-solving skills
-restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

# Introduction to Social Studies
# Quality Core Curriculum
# Grades 6-8

In the revised 6-8 Social Studies curriculum, emphasis in the sixth and seventh grades is placed on the cultural and geographic study of selected regions. In the eighth grade, students will study the geography and history of Georgia within the broader context of *United States History*.

Suggested regions for sixth grade study are the Americas, Europe, and Oceania. Suggested regions for seventh grade study are Asia, Africa, and the Middle East. However, each school system has the flexibility to sequence these cultural regions to reflect its unique curriculum, goals, and resources.

# Georgia Quality Core Curriculum

## Social Studies: Grade 6-7

### *Geography and World Cultures*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| SS.6-7.1 | Defines and locates regions of the Americas, Europe, and Oceania climate zones and physical features on maps and globes | Geographic Environment | Physical Resources | Skills:<br>Climatic zones<br>Physical features |
| SS.6-7.2 | Identifies various ethnic groups found in regions of the Americas, Europe and Oceania and their impact on the development of the selected regions | People | Ethnic Groups | Skills:<br>Cultural/linguistic maps<br>Globe skills |
| SS.6-7.3 | Identifies and locates regions in the Americas, Europe and Oceania | Region | Location | Skills<br>Map projections<br>Grid systems<br>Atlases |
| SS.6-7.4 | Explains how natural resources and physical features influence human activity in the Americas, Europe, and Oceania | Geographic Environment | Human Interaction with the Environment | Skills<br>Economic activity maps<br>Meaning of color on maps |
| SS.6-7.5 | Defines scarcity and discusses examples in the Americas, Europe, and Oceania | Geographic Environment | Economics | Skills:<br>Industrial/agricultural maps<br>Resource distribution maps |
| SS.6-7.6 | Describes how unequal distribution of limited resources leads to specialization and interdependence among peoples and nations | Geographic Environment | Human Interaction with the Environment | Skills:<br>Trade route maps |
| SS.6-7.7 | Traces the migrations and settlements of various groups and explains their impact on the development of each region | Culture | History | Skills:<br>Migratory route maps |
| SS.6-7.8 | Explains how people in all economic systems engage in certain basic economic activities<br>- producing<br>- exchanging<br>- consuming<br>- saving, and<br>- investing | Economic Systems | Economic Activity | Skills:<br>Economic maps<br>Graphs/charts |

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# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **SS.6-7.9** | Traces the important historical developments of the selected regions of the Americas, Europe, and Oceania | History | Regions | Skills<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.10** | Traces the important political developments of the Americas, Europe, and Oceania Identifies and explains the spatial divisions of these regions | History | Political Developments | Skills<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.11** | Traces the important social and cultural developments of the Americas, Europe, and Oceania | History | Cultural Diversity | Skills<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.12** | Traces the important economic developments of the Americas, Europe, and Oceania | History | Economics | Skills<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.13** | Assesses the cultural expressions of art, music, and literature | Cultural Characteristics | Cultural Diversity | |
| **SS.6-7.14** | Explains how the social institutions (religion, government, and economics) influence the attitudes and behavior of people | Cultural Characteristics | Social Insitutions | |
| **SS.6-7.15** | Compares and contrasts political and economic systems using population data and other geography sources | Modern Period | Political Systems<br>Economic Systems | |
| **SS.6-7.16** | Describes the ways in which a citizen participates in the various types of government in the countries of the Americas, Europe and Oceania | Modern Period | Citizen Participation | |
| **SS.6-7.17** | Describes how major technological advancements have contributed to the standard of living of the Americas, Europe, and Oceania through the use of primary resources | Modern Period | Technological Advancement<br>Primary Resources | |
| **SS.6-7.18** | Uses the map legend to interpret the special use of symbols representing various kinds of information, such as food, production, languages and population | Map and Globe Skills | Symbols and Legends | |
| **SS.6-7.19** | Translates specific information from maps and globes into bar graphs and reads information from bar graphs | Map and Globe Skills | Interpretation | |

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **SS.6-7.20** | Contrasts physical and political maps of the Americas, Europe, and Oceania | Map and Globe Skills | Interpretation | |
| **SS.6-7.21** | Makes generalizations about human activities in a geographic region using map information | Map and Globe Skills | Interpretation | |
| **SS.6-7.22** | Compares map(s) and text descriptions of an area to draw inferences from them | Map and Globe Skills | Interpretation | |
| **SS.6-7.23** | Measures and compares different travel routes (air, land and water) | Map and Globe Skills | Symbols and Legends | |
| **SS.6-7.24** | Identifies and locates regions in Asia, the Middle East and Africa | Geographic Environment | Location | Skills:<br>Map projections<br>Grid systems<br>Atlases |
| **SS.6-7.25** | Locates the countries of Asia, the Middle East and Africa on a world map | Geographic Environment | Location | Skills:<br>Locates by grid |
| **SS.6-7.26** | Identifies and locates climatic zones and physical features on maps and identifies the physical processes that shape these features | Geographic Environment | Physical Features | Skills:<br>Meaning of colors on maps |
| **SS.6-7.27** | Explains how natural resources and physical features influence human activity in Asia, the Middle East, and Africa and how human actions then modify the physical environment | Geographic Environment | Human Environment Interaction | Skills:<br>Economic activity maps |
| **SS.6-7.28** | Identifies the changes that occur in the meaning, use, distribution, and importance of resources and defines scarcity and its impact | Geographic Environment | Economics<br>Resources<br>Distribution | Skills:<br>Industrial/agricultural maps<br>Resource distribution maps |
| **SS.6-7.29** | Describes how unequal distribution of limited resources leads to specialization and patterns of economic interdependence on Earth's surface | Geographic Environment | Economics<br>Unequal Distribution<br>Specialization | Skills:<br>Trade route maps |
| **SS.6-7.30** | Identifies various ethnic groups found in regions of Asia, the Middle East and Africa and describes impacts on the development of the selected regions by these groups (e.g., linguistic patterns and cultural contributions) | People | Ethnic Groups | Skills:<br>Cultural/linguistic maps<br>Globe skills |
| **SS.6-7.31** | Traces the migrations and settlement of various groups and how they impacted Asia, the Middle East, and Africa | Culture | History | Skills:<br>Migratory route maps |

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **SS.6-7.32** | Explains how people in all economic systems engage in certain basic economic activities<br>- producing<br>- exchanging<br>- consuming<br>- saving, and<br>- investing | Economic Systems | Economic Activity | Skills<br>Economic maps<br>Graphs/charts |
| **SS.6-7.33** | Traces the important historical developments of the regions of Asia, the Middle East and Africa and how geographic factors have influenced events and conditions in the past | History | Historical Development | Skills<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.34** | Traces the important political developments of Asia, the Middle East, and Africa and shows how cooperation and conflict contribute to these developments | History | Political Development | Skills<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.35** | Traces the important social and cultural developments of Asia, the Middle East, and Africa | History | Social and Cultural Diversity | Skills<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.36** | Traces the important economic developments of Asia, the Middle East, and Africa | History | Economics | Skills<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.37** | Assesses the cultural expressions of art, music, and literature | Cultural Characteristics | Cultural Expressions | |
| **SS.6-7.38** | Explains how the social institutions (government, religion and economics) influence the attitudes and behavior of people | Cultural Characteristics | Social Institutions | |
| **SS.6-7.39** | Identifies the political and economic structures that have evolved to deal with basic issues in Asia, the Middle East and Africa | Modern Period | Political Structures | |
| **SS.6-7.40** | Describes the ways in which a citizen participates in the various types of government in the countries of Asia, the Middle East and Africa | Modern Period | Types of Government | |
| **SS.6-7.41** | Describes how major technological advancements have contributed to the standard of living of each region and how this affects access to, and use of, resources | Modern Period | Technological Advancements | |

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# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **SS.6-7.42** | Identifies the three basic questions asked by any society regarding production from natural and human resources:<br>- What will be produced?<br>- How will it be produced?<br>- For whom will it be produced? | Modern Period | Society<br>Production<br>Resources | |
| **SS.6-7.43** | Uses the map legend to interpret the special use of symbols representing various kinds of information, such as food, production, languages and population | Map and Globe Skills | Symbols and Legends | |
| **SS.6-7.44** | Develops graphs, charts, diagrams, timelines, and maps to interpret and present geographic information | Map and Globe Skills | Interpretation | |
| **SS.6-7.45** | Contrasts physical and political maps of the same areas | Map and Globe Skills | Interpretation | |
| **SS.6-7.46** | Makes generalizations about human activities in a geographic region using map information | Map and Globe Skills | Human Activity | |
| **SS.6-7.47** | Compares map(s) and text descriptions of an area to draw inferences from them | Map and Globe Skills | Inferences | |
| **SS.6-7.48** | Measures and compares different travel routes (air, land and water) | Map and Globe Skills | Travel Routes | |

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*Georgia's Quality Core Curriculum*

# Health & Physical Education Grade 6

# Introduction to Health and Physical Education
# Quality Core Curriculum
# K-12

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

# Georgia Quality Core Curriculum

12/12/97

## Health: Grade 6

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Alcohol, Tobacco & Other Drugs*** | | | | |
| **H.6.1** | Examines school rules, system policies, and local, state, and federal laws regulating purchase, sale, use, and possession of alcohol, tobacco products, and other drugs. | Policy and Law | | |
| **H.6.2** | Analyzes the impact of the use of alcohol, tobacco products, and other drugs on the individual, family, and community | Effects | | |
| **H.6.3** | Recognizes and assesses the effects that alcohol and other drugs could have on individuals operating vehicles and other equipment, including the consequences of riding or being with someone under the influence | Consequences | | |
| **H.6.4** | Assesses personal risk factors (e g , heredity, family and peer drug use, and academic failure) and protective factors (e g , positive adult models, coping skills, knowledge of resources, and self-sufficiency) for drug use | Risk Factors | | |
| ***Disease Prevention*** | | | | |
| **H.6.5** | Identifies methods to prevent the spread of communicable diseases (e g., mononucleosis, tuberculosis, etc ) and risk factors of noncommunicable diseases (e g , heart disease, and cancer) | Communicable Diseases | | |
| **H.6.6** | Identifies methods to prevent sexually transmitted diseases and whether or not they are effective Abstinence is the only sure way to prevent pregnancy and sexually transmitted diseases (Note does not require demonstrations of contraceptive devices) | STDs | | |
| **H.6.7** | Defines acronyms HIV/AIDS and STD and recognizes that HIV/AIDS and STDs are communicable diseases | HIV/AIDS | | |
| **H.6.8** | Recognizes that HIV/AIDS is caused by a virus and is currently incurable and fatal | HIV/AIDS | | |
| **H.6.9** | Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS | Abstinence | | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **H.6.10** | Recognizes abstinence from sexual activity as the only sure method of preventing sexually transmitted diseases | Abstinence | | |
| **H.6.11** | Identifies the benefits of setting personal goals for maintaining a healthy body | Goal Setting | | |
| ***Family Living*** | | | | |
| **H.6.12** | Identifies factors that promote a positive self-image (e.g., accepting responsibility, respect for self, authority and others; self-discipline, self-control and the right to be assertive) | Self Concept | | |
| **H.6.13** | Recognizes how sexual decisions are influenced by group pressures (e.g., community, media, and peer) | Persuasion | | |
| **H.6.14** | Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying "no," negotiation, using refusal and decision-making skills) | Refusal Skills | | |
| **H.6.15** | Recognizes that having children is best undertaken in marriage | Decision Making | | |
| ***Growth and Development*** | | | | |
| **H.6.16** | Identifies the parts and major functions of the nervous system | Nervous System | | |
| **H.6.17** | Relates how personal health practices dealing with nutrition, alcohol, tobacco products, and other drug use affects the functions of the nervous system | Lifestyle | | |
| **H.6.18** | Identifies basic anatomy of the male and female reproductive systems | Reproductive System | | |
| ***Mental Health*** | | | | |
| **H.6.19** | Expresses appropriate ways to build and maintain healthy relationships with peers, parents, and others | Interpersonal Relationships | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.6.20 | Explains factors that could escalate and reduce conflict | Conflict Resolution | | |
| H.6.21 | Describes how to deal with negative "peer pressure" by expressing strong feelings peaceably | Peer Pressure | | |
| H.6.22 | Recognizes signs and symptoms associated with suicide and identifies appropriate sources for help | Suicide | | |

## Nutrition

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.6.23 | Chooses eating patterns that enhance energy, growth, and health | Caloric Balance | | |
| H.6.24 | Demonstrates awareness of personal food choices on future health | Dietary Choices | | |

## Personal Health

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.6.25 | Develops strategies and skills for maintining an adequate level of personal grooming and hygiene, emphasizing changes during adolescence | Hygiene | | |
| H.6.26 | Determines dental care necessary to prevent gingivitis (emphasis on how smokeless tobacco use leads to this disease) | Dental Care | | |

## Safety

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.6.27 | Identifies and explains the causes of extreme temperature emergencies (e.g., hypothermia, heat exhaustion, and heat stroke) and the appropriate strategies for prevention and treatment | First Aid | | |
| H.6.28 | Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect and emotional abuse) | Violence Prevention | | |
| H.6.29 | Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor) | Resources | | |

## Physical Education: Grade 6

### *Middle School*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| PE.6.1 | Participates in fitness assessment (i.e., Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness | Physical Fitness | Health-Related | Skills:<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations<br>Teacher observation, student journal, including in-school and out-of-school activities |
| PE.6.2 | Uses fitness assessment results to develop personal fitness goals | Physical Fitness | Health-Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations<br>Portfolio, including goal setting, log, rationale for selecting goal, and activity and strategy for improvement<br>Present project to class |
| PE.6.3 | Records heart rate before, during, and after vigorous physical activity | Physical Fitness | Health-Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations<br>Student journal and log |
| PE.6.4 | Engages in physical activity at the target heart rate for a minimum of 20 minutes | Physical Fitness | Health-Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations<br>Student journal and log |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **PE.6.5** | Works independently with minimal supervision in pursuit of personal fitness goals | Physical Fitness | Health-Related | Skills:<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations:<br>Teacher observation, peer observation, and student log |
| **PE.6.6** | Develops a strategy for the improvement of selected fitness components. | Physical Fitness | Health-Related | Skills:<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations:<br>Student portfolio |
| **PE.6.7** | Identifies principles of practice and conditioning that enhance performance in sports, lifetime activities, and track and field | Movement Concepts | Principles of Practice | Skills:<br>Using fitness concepts and sports skills<br>Assessment Recommendations:<br>Self-assessments, student portfolios, including principles of practice and conditioning for a particular sport |
| **PE.6.8** | Identifies basic skills and safety procedures for outdoor pursuits (e.g., Project Adventure) | Movement Concepts | Outdoor | Skills:<br>Hiking, orienteering, and camping<br>Assessment Recommendations:<br>Written tests, reports, and journals |
| **PE.6.9** | Demonstrates increasing competence in more advanced specialized skills (sports, track and field, and lifetime activities) | Movement Competencies | Specialized Skills | Skills:<br>Using specialized locomotor and nonlocomotor skills and manipulative skills<br>Assessment Recommendations:<br>Teacher and peer observation self-assessment, student projects, and journals |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **PE.6.10** | Performs complex educational gymnastics and dance sequences that combine basic movement concepts and skills | Movement Competencies | Movement Skills | Skills<br>Performing tumbling sequences, low balance beam, and levels/directions<br>Assessment Recommendations:<br>Student-designed routines and student reports |
| **PE.6.11** | Identifies and applies movement concepts appropriate for specialized skills in a variety of settings | Movement Competencies | Movement Concepts | Skills<br>Using locomotor and nonlocomotor skills<br>Using manipulative skills<br>Assessment Recommendations:<br>Teacher Observation, peer observation, modified game play, and written tests |
| **PE.6.12** | Identifies the purpose for and participates in the establishment of safe practices, procedures, and etiquette for a variety of activities | Self-Management | Safety and Etiquette | Skills<br>Exercising self-management<br>Assessment Recommendations:<br>Teacher observation |

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*Georgia's Quality Core Curriculum*

# Fine Arts
# Grade 6

# Introduction to Fine Arts
# Quality Core Curriculum
# K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
  Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
  Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
  Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
  Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

# Introduction to Dance
# Quality Core Curriculum
# K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order.* Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force.* The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

## Dance Glossary

**Aesthetic criteria**. Standards on which to make judgments about the artistic merit of a work of art.

**Alignment.** Proper body posture for dance.

**Artistry.** Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

**Body shapes.** The spatial contour the body makes such as curved, angular, twisted, or straight.

**Centering.** Using proper body alignment to maintain one's balance.

**Choreographic structure.** The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

**Choreography.** The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

**Clarity.** Execution of technical dance steps in a clear and concise manner.

**Combination:** Series of technical dance steps performed by the dancer.

**Composition.** Using combinations of movement or movement phrases to form a greater body of work.

**Dynamics.** The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

**Energy.** An element of dance; the force and quality of movement defined by the degree of impetus and effort.

**General space.** A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

**Improvisation.** Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

**Kinesthetic awareness.** The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

**Levels.** The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

**Locomotor movement.** Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

**Movement quality.** The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

**Movement phrase.** Dance sequences that have a sense of completion.

**Movement theme.** A complete idea in movement that is manipulated and developed within a dance.

**Musicality:** Ability to respond to a rhythm while moving.

**Negative space.** The empty or open space created when a shape is made by the body.

**Nonlocomotor/axial movement.** Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

**Partnering.** Leading, following, or mirroring someone.

**Pathway.** The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

**Personal space.** The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

**Positive space.** The filled space created by the body when a shape is made in space.

**Rhythmic acuity.** The kinesthetic, auditory recognition of, and response to various complex time elements.

**Spatial concept.** One's relationship to the space around them.

**Style.** A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

**Time.** An element of dance which measures tempo/speed and force/energy.

**Technique.** Refined physical skills pertaining to a particular style of dance.

**Time.** The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

**Vibratory.** Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

**Warm-up.** Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

## Fine Arts: Dance: Grade 6-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAD.6-8.1 | Participates in warm-up sequences based on specific dance techniques (e.g., Graham, Cecchetti, Luigi) | Training and Technique | | |
| FAD.6-8.2 | Identifies health issues important to dance training | Dance Wellness | | |
| FAD.6-8.3 | Recognizes and uses dance as a means of physical fitness and wellness | Dance Wellness | | |
| FAD.6-8.4 | Explores principles of anatomy and injury prevention integral to dance training | Dance Wellness | | |
| FAD.6-8.5 | Discusses health issues and nutrition important to dance training | Dance Wellness | | |
| FAD.6-8.6 | Demonstrates a synthesis of dance technique principles | Training and Technique | | |
| FAD.6-8.7 | Combines elements of movement in long phrases demonstrating change of level, beginning, middle, end, spatial patterns, and dynamics | Training and Technique | | |
| FAD.6-8.8 | Demonstrates expanded range and application of dance terminology | Training and Technique | | |
| FAD.6-8.9 | Demonstrates a general knowledge of technical skills from different styles of dance | Training andTechnique | | |
| FAD.6-8.10 | Exhibits positive work habits and self-discipline in the study of dance | Training and Technique | | |
| FAD.6-8.11 | Demonstrates individuality of expression in performance | Training and Technique | | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Connections*** | | | | |
| FAD.6-8.12 | Develops versatility through experimentation with various movement approaches | Training and Technique | | |
| FAD.6-8.13 | Demonstrates awareness of technological resources available for dance | Interdisciplinary | | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| FAD.6-8.14 | Observes and critiques dance performances using specified criteria and appropriate dance terminology | Criticism | | |
| FAD.6-8.15 | Develops and communicates personal interpretations of dances | Criticism | | |
| FAD.6-8.16 | Creates advance composition incorporating several choreographic principles | Composition | | |
| ***Historical and Cultural Context*** | | | | |
| FAD.6-8.17 | Demonstrates and understands the various roles of dance in society, in different cultures, and in historical periods (e.g., ritual, education, entertainment, therapy) | Multicultural Context | | |
| FAD.6-8.18 | Examines dance as a means of expressing a culture's values, religious tradition, social mores, and historical periods | Multicultural Context | | |
| FAD.6-8.19 | Explores traditions and development of Western theatrical dance | Multicultural Context | | |

# Introduction to Music
# Quality Core Curriculum
# K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

# Music Glossary

**Articulation.** In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

**Body percussion.** Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

**Classroom instruments.** Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

**Competency level.** Proficiency level corresponding with the musical ability of the student.

**Cultural.** The customs and/or beliefs of a racial, religious, or social group.

**Chording instruments.** Instruments which enable the performer to sound chords.

**Dynamic levels, dynamics.** Degrees of loudness.

**Developmentally appropriate.** The instructional level at which students may most effectively assimilate new information.

**Elements of music.** Pitch, rhythm, harmony, dynamics, timbre, texture, form.

**Environmental sounds.** Sounds that naturally occur or which can be produced from materials found in the environment.

**Expressive qualities.** Any articulation, dynamic, or tempo marking used to interpret music.

**Ethnic music.** Musical forms or styles indigenous to a specific culture.

**Folk source.** Identification of a specific genre.

**Form.** The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

**Formal structure.** See *Form.*

**Genre.** A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

**Intonation.** The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

**Line notation.** Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

**Meter.** The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

**Meter signature / time signature.** An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

**Media.** Written, visual, audible, and technological resources.

**Musical heritage.** Knowledge of historical and cultural backgrounds.

**Ostinato.** Short musical patterns that are repeated persistently through some composition.

**Pre-notation symbols.** Line notation of rhythm and/or melody.

**Style.** The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

**Technical accuracy, technical skills.** The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

**Timbre.** The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

**Tonality.** The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

**Technique.** The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

**Technology.** A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

**Texture.** The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

# Georgia Quality Core Curriculum

## Fine Arts: Music: General Music: Grade 6

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).6.1 | Recognizes the major characteristics of such musical forms as: AB, ABA, and AABA, theme and variation, rondo, and suite | Knowledge | Form | |
| FAM(GM).6.2 | Identifies soprano, alto, tenor, bass, and cambiata voices | Listening skills | Timbre | |
| FAM(GM).6.3 | Sings unison and simple harmonic songs with attention to tone quality, pitch accuracy, style, diction, blend, and balance | Performance skills | Expressive Qualities, Melody, Harmony, and Timbre | |
| FAM(GM).6.4 | Uses chording instruments or keyboard to accompany songs with appropriate chords | Performance skills | Rhythm, Harmony, and Expressive Qualities | |
| FAM(GM).6.5 | Distinguishes and conducts among simple and compound meters 2's, 3's, 4's, and 6's | Knowledge | Rhythm | |
| FAM(GM).6.6 | Creates individual and group compositions using a variety of sound sources | Creative Skills | Expressive Qualities, Melody, and Rhythm | |
| FAM(GM).6.7 | Creates planned and improvised accompaniments with attention to appropriate uses of tone color, rhythm, and expressive qualities | Creative skills | Rhythm, Melody, Timbre, and Expressive Qualities | |
| FAM(GM).6.8 | Creates original instruments | Creative Skills | Timbre | |
| FAM(GM).6.9 | Follows notation in treble and bass clefs when singing unison or part songs | Performance Skills | Notation, Melody, and Harmony | |
| FAM(GM).6.10 | Recognizes the function of I, IV, and V7 chords | Knowledge | Harmony | |
| FAM(GM).6.11 | Demonstrates growth in knowledge of music vocabulary appropriate to the level | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | Skills Vocabulary should be taught in context |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).6.12 | Constructs major and minor scales and chords in keys up to three sharps and flats | Knowledge | Harmony | |

## Connections

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).6.13 | Integrates many elements of music with other art forms and other curricular areas, and related use of technology | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, Timbre, and Musical Heritage | |

## Critical Analysis and Aesthetic Understanding

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).6.14 | Describes the expressive effect of music in terms of its elements: melody, rhythm, harmony, timbre, tonality, and expressive qualities | Appreciation | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |
| FAM(GM).6.15 | Critiques music performed in class and suggests ways of improving the performance | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |
| FAM(GM).6.16 | Compares contrasting performances of the same composition. | Listening Skills | Expressive Qualities | |

## Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).6.17 | Listens critically to music in a variety of instrumental and vocal styles and origins and describes with attention to time, place, and composer | Listening skills | Expressive Qualities and Musical Heritage | |
| FAM(GM).6.18 | Uses print and nonprint media to locate information about music and musicians | Knowledge | Musical Heritage | Skills:<br>Study skills and technology |
| FAM(GM).6.19 | Identifies composers, performers, small ensembles, and large performing groups representing a variety of styles of music | Knowledge | Musical Heritage | |
| FAM(GM).6.20 | Relates the role of music to the cultural expression of ethnic groups represented in society. | Appreciation | Expressive Qualities and Musical Heritage | |
| FAM(GM).6.21 | Describes career opportunities in the field of music | Knowledge | Musical Heritage | |

## Fine Arts: Music: Band: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(B).4-8.1 | Demonstrates correct playing position and posture for chosen instrument | Knowledge | Technique | |
| FAM(B).4-8.2 | Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level | Knowledge | Technique | |
| FAM(B).4-8.3 | Participates effectively as a member of performing ensembles | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| FAM(B).4-8.4 | Performs class repertoire at the expected competency level | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| FAM(B).4-8.5 | Performs music reading skills, including sight-reading, at the expected competency level | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| FAM(B).4-8.6 | Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| FAM(B).4-8.7 | Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation | Knowledge | Technique | |
| FAM(B).4-8.8 | Demonstrates understanding of phrase and melody through performance | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.9** | Recognizes harmonic structure and demonstrates an awareness of its role in performance | Knowledge | Harmony | |
| **FAM(B).4-8.10** | Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios | Knowledge | Melody, Harmony, Notation, and Technique | |
| **FAM(B).4-8.11** | Identifies the timbre of band instruments | Knowledge | Timbre | |
| **FAM(B).4-8.12** | Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| **FAM(B).4-8.13** | Uses print and nonprint media to access music information | Knowledge | Musical Heritage | Skills:<br>Study skills and technology |
| **FAM(B).4-8.14** | Performs interpretations and/or improvisations of music repertoire | Creative Skills | Rhythm, Melody, Harmony, Expressive Qualities, and Technique | |
| **FAM(B).4-8.15** | Creates, notates and performs a simple melody for his or her instrument | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| **FAM(B).4-8.16** | Demonstrates knowledge of vibrato on chosen instrument | Knowledge | Expressive Qualities and Technique | |
| **FAM(B).4-8.17** | Responds appropriately to conducting techniques used by the director | Performance Skills | Expressive Qualities | |
| **FAM(B).4-8.18** | Performs with characteristic tone quality at the expected competency level | Performance | Timbre | |

### *Critical Analysis and Aesthetic Understanding*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.19** | Demonstrates knowledge of form in music repertoire | Knowledge | Form | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.20** | Critiques music performed by the ensemble and suggests ways to improve. | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |

## Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.21** | Identifies and compares performance styles from various historical eras of music. | Knowledge | Musical Heritage | |
| **FAM(B).4-8.22** | Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed. | Knowledge | Musical Heritage | |
| **FAM(B).4-8.23** | Describes the evolution and history of band instruments. | Knowledge | Timbre and Musical Heritage | |

# Georgia Quality Core Curriculum

## Fine Arts: Music: Choral Music: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(CM).4-8.1 | Demonstrates correct posture for singing. | Performance Skills | Technique | |
| FAM(CM).4-8.2 | Demonstrates correct breathing techniques for vocal production | Performance Skills | Technique | |
| FAM(CM).4-8.3 | Sings accurate pitches and rhythms | Performance Skills | Rhythm, Melody, and Technique | |
| FAM(CM).4-8.4 | Sings scales, arpeggios and vocalizes from memory | Performance Skills | Melody and Technique | |
| FAM(CM).4-8.5 | Sings with clear vowel sounds, proper diction and appropriate tone quality | Performance Skills | Technique | |
| FAM(CM).4-8.6 | Sings the assigned part in an ensemble, with and without accompaniment | Performance Skills | Melody, Harmony, and Technique | |
| FAM(CM).4-8.7 | Demonstrates proficiency in sight-reading at the expected competency level | Performance Skills | Notation and Expressive Qualities | |
| FAM(CM).4-8.8 | Performs selected music repertoire at the expected competency level | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(CM).4-8.9 | Demonstrates ability to perform individually, in small groups and as a member of the total ensemble | Performance Skills | Rhythm, Melody, Harmony, Notation, and Expressive Qualities | |
| FAM(CM).4-8.10 | Participates effectively as a member of performing ensembles | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | Skills<br>Team building, unification and interdependence of the group |
| FAM(CM).4-8.11 | Recognizes key signatures of music performed | Knowledge | Melody, Harmony, and Notation | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(CM).4-8.12 | Identifies differences in scales and harmonics from aural and visual examples. | Knowledge | Melody, Harmony, and Notation | |
| FAM(CM).4-8.13 | Identifies various types of voices heard in choral performances. | Listening Skills | Timbre | |
| FAM(CM).4-8.14 | Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| FAM(CM).4-8.15 | Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts | Knowledge | Expressive Qualities and Musical Heritage | Skills<br>Study skills and technology |
| FAM(CM).4-8.16 | Sings from memory selected music for public performance | Performance Skills | Technique | |
| FAM(CM).4-8.17 | Responds appropriately to conducting techniques used by the director | Performance Skills | Expressive Qualities | |
| FAM(CM).4-8.18 | Describes how technology is used to transcribe, edit, compose and perform music on a computer station | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |

## *Critical Analysis and Aesthetic Understanding*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(CM).4-8.19 | Interprets meaning of texts in repertoire | Knowledge | Expressive Qualities and Musical Heritage | |
| FAM(CM).4-8.20 | Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase, and tonality). | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities | |
| FAM(CM).4-8.21 | Demonstrates appropriate understanding of form in literature performed | Knowledge | Form | |
| FAM(CM).4-8.22 | Identifies the characteristics of performance styles of music being rehearsed and performed | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities | |

# Georgia Quality Core Curriculum

### *Historical and Cultural Context*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(CM).4-8.23 | Demonstrates knowledge of composers of selected repertoire and the historical/ cultural context of works being performed | Knowledge | Musical Heritage | |
| FAM(CM).4-8.24 | Explains the importance of contributions of various ethnic cultures to selected repertoire | Knowledge | Musical Heritage | |

# Georgia Quality Core Curriculum

## Fine Arts: Music: String Orchestra: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(SO).4-8.1 | Demonstrates correct playing position and posture for chosen instrument | Performance Skills | Technique | |
| FAM(SO).4-8.2 | Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level | Performance Skills | Technique | |
| FAM(SO).4-8.3 | Participates effectively as a member of performing ensembles | Performance Skills | Technique | |
| FAM(SO).4-8.4 | Performs selected music repertoire at the expected competency level | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(SO).4-8.5 | Reads music to the expected competency level of the class | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(SO).4-8.6 | Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(SO).4-8.7 | Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation | Knowledge | Technique | |
| FAM(SO).4-8.8 | Performs with characteristic tone quality at the expected competency level | Performance | Technique | |
| FAM(SO).4-8.9 | Demonstrates knowledge of vibrato | Knowledge | Expressive Qualities and Technique | |
| FAM(SO).4-8.10 | Demonstrates knowledge of phrase and melody through performance | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(SO).4-8.11 | Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios | Performance | Rhythm, Melody, Harmony, and Notation | |
| FAM(SO).4-8.12 | Recognizes harmonic structure and demonstrates an awareness of its role in performance | Knowledge | Harmony | |
| FAM(SO).4-8.13 | Identifies the timbre of orchestral stringed instruments | Knowledge | Timbre | |
| FAM(SO).4-8.14 | Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| FAM(SO).4-8.15 | Uses print and nonprint media to access music information | Knowledge | Musical Heritage | Skills:<br>Study skills and technology |
| FAM(SO).4-8.16 | Performs interpretations and/or improvisations of music repertoire | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| FAM(SO).4-8.17 | Creates, notates, and performs a simple melody for his or her instrument | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |

## *Critical Analysis and Aesthetic Understanding*

| | | | | |
|---|---|---|---|---|
| FAM(SO).4-8.18 | Demonstrates appropriate understanding of form in selected music repertoire | Knowledge | Form | |
| FAM(SO).4-8.19 | Critiques music performed by the ensemble and suggests ways to improve | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |

## *Historical and Cultural Context*

| | | | | |
|---|---|---|---|---|
| FAM(SO).4-8.20 | Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed | Knowledge | Musical Heritage | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(SO).4-8.21** | Describes the evolution and history of orchestral string instruments | Knowledge | Timbre and Musical Heritage | |
| **FAM(SO).4-8.22** | Recognizes contributions by composers and/or performers of various cultural and ethnic backgrounds | Knowledge | Musical Heritage | |
| **FAM(SO).4-8.23** | Performs music from various historical periods with correct style | Performance Skills | Musical Heritage | |

# Georgia Quality Core Curriculum

## Fine Arts: Music: Guitar/ Piano Class: Grade 6-8

### Artistic Skills and Knowledge: Creating, Performing, Producing

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GP).6-8.1 | Demonstrates correct positioning and posture for the instrument | Performance Skills | Technique | |
| FAM(GP).6-8.2 | Demonstrates correct fingering techniques and hand and arm motion | Performance Skills | Technique | |
| FAM(GP).6-8.3 | Performs class repertoire to expected competency level | Performance Skills | Notation and Expressive Qualities | |
| FAM(GP).6-8.4 | Demonstrates proficiency in sight-reading at the expected competency level | Performance Skills | Notation and Expressive Qualities | |
| FAM(GP).6-8.5 | Demonstrates the ability to perform individually and as a member of an ensemble | Performance Skills | Rhythm, Melody, Harmony, Notation, and Expressive Qualities | |
| FAM(GP).6-8.6 | Demonstrates an increasing awareness of intonation and tunes instrument (guitar) with assistance | Knowledge | Technique | |
| FAM(GP).6-8.7 | Performs appropriate scales and arpeggios from memory | Performance Skills | Melody, Harmony, and Technique | |
| FAM(GP).6-8.8 | Performs melodies with appropriate phrasing and articulation | Performance Skills | Melody and Expressive Qualities | |
| FAM(GP).6-8.9 | Demonstrates knowledge of formal structure of class repertoire | Knowledge | Rhythm, Melody, Harmony, and Form | |
| FAM(GP).6-8.10 | Recognizes from notation the tonality of music performed in the class | Knowledge | Notation and Harmony | |
| FAM(GP).6-8.11 | Recognizes chordal structure (major and minor) and relates it to key and scale | Knowledge | Harmony | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GP).6-8.12 | Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| FAM(GP).6-8.13 | Uses print and nonprint media to locate information about music and musicians | Knowledge | Musical Heritage | |
| FAM(GP).6-8.14 | Improvises a melody from a given range of pitches, rhythms, and chords or chord progressions | Creative Skills | Rhythm, Melody, and Harmony | |
| FAM(GP).6-8.15 | Creates, notates and performs an original melody for guitar/piano | Creative Skills | Rhythm, Melody, and Notation | |
| FAM(GP).6-8.16 | Describes how technology is used to transcribe, edit, compose, and perform music on a computer station | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |

## Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GP).6-8.17 | Demonstrates knowledge of composers of class repertoire and the historical/cultural context of works being performed | Knowledge | Musical Heritage | |
| FAM(GP).6-8.18 | Explains the evolution and history of guitar or piano | Knowledge | Musical Heritage | |
| FAM(GP).6-8.19 | Identifies music careers | Knowledge | Musical Heritage | |

# Georgia Quality Core Curriculum

## Fine Arts: Music: Music Appreciation/ History/ Literature: Grade 6-8

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Connections*** | | | | |
| FAM(MHL).6-8.1 | Demonstrates an aesthetic understanding of music and its relationship to the other arts | Appreciation | Musical Heritage | |
| FAM(MHL).6-8.2 | Integrates many elements of study and knowledge of music, other art forms, other curriculum areas, and related use of technology | Knowledge | Expressive Qualities and Musical Heritage | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| FAM(MHL).6-8.3 | Listens to music or examines scores to describe the elements (rhythm, melody, harmony, form, dynamics, and timbre) of music from developmentally appropriate selections | Knowledge | Rhythm, Melody, Harmony, Form, and Expressive Qualities | |
| FAM(MHL).6-8.4 | Listens to and describes musical genres from appropriate examples, such as symphony, oratorio, and musical theatre | Listening Skills | Form and Musical Heritage | |
| FAM(MHL).6-8.5 | Analyzes and makes critical judgments about music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |
| ***Historical and Cultural Context*** | | | | |
| FAM(MHL).6-8.6 | Demonstrates knowledge of the historical and cultural context of Baroque, classical, and 20th-century music | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.7 | Recognizes the various roles of music in society | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.8 | Uses print and nonprint media to locate information about music and musicians | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.9 | Demonstrates proper audience etiquette | Knowledge | Musical Heritage | |

# Introduction to Theatre
# Quality Core Curriculum
# K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

## Theatre Glossary

**Aesthetic criteria.** Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

**Aural.** Physical element involving listening.

**Drama.** A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

**Electronic media, Dramatic media.** Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

**Ensemble.** Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

**Environment.** Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

**Front of house.** The box office and lobby.

**House.** Commonly defined as the area in which the audience is seated.

**Improvise.** To spontaneously use movement and speech to create a character or object in a particular situation.

**"In character."** Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

**Kinetic.** Physical element involving movements of the body.

**Motivation.** The actor's reason for doing or saying something.

**Oral.** Physical element involving the use of the voice.

**Pitch.** The highness or lowness of one's voice.

**Properties (Props).** Any object used by actors to enhance character portrayal.

**Sensory recall.** To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

**Tempo.** The speed at which someone talks or the pace of production.

**Theater.** The place that is the setting for dramatic performances.

**Theatre.** The imitation/representation of life, performed for other people; the performance of dramatic literature.

**Three dimensional character.** A character that has a variety of emotions, strengths, and weaknesses.

**Tone.** The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

**Underrepresented artist.** Those who work in nontraditional art forms.

**Visual.** Physical element involving sight.

# Introduction to Theatre
# Quality Core Curriculum
## 6-8

Students are encouraged toward self-actualization in the middle grades. They are given many content areas to explore. Theatre should attempt to build their self-confidence and connect many of the areas of exploration. The QCC specifically connects to the middle grades Social Studies QCC in content specifics and the Language Arts QCC in process emphasis. A major focus begins in sixth grade with presentational theatre; in eighth grade, the focus begins to change to representational theatre, preparing students for the representational focus in their high school classes. The overall focus is process work, which leads to presentational work when the teacher decides it is appropriate. The Theatre 6-8 QCC is designed as an exploratory curriculum. It allows teachers to select specific standards to teach in conjunction with Social Studies or English, or to teach standards in separate Theatre classes.

## Fine Arts: Theatre Arts: Grade 6

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FATA.6.1 | Demonstrates social discipline and appropriate group contribution in presentational theatre | Artistic Discipline | Personal Responsibility Teamwork Collaboration | |
| FATA.6.2 | Applies dramatic elements in presentational theatre | Scriptwriting | Dramatic Elements | |
| FATA.6.3 | Describes the role and function of the playwright | Scriptwriting | Role of Playwright | |
| FATA.6.4 | Selects and adapts appropriate literature and folklore, including plays, poems, narratives, diaries, myths, stories, books, monologues, and broadcast and print media | Scriptwriting | Writing Process | |
| FATA.6.5 | Uses the Play Writing Process<br>Step One Pre-writing<br>Generate story ideas<br>Create situations<br>Develop characters<br>Explore environments<br>Develop themes<br>Step Two Drafting<br>Develop narrative with dialogue<br>Structure in play format<br>Step Three Revision<br>Present a reading<br>Make revisions<br>Step Four Edit<br>Correct spelling, capitalization, punctuation, grammar<br>Create final draft<br>Step Five Share/Publish<br>Present a formal or informal reading or production | Scriptwriting | Scripting | |

235

234

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FATA.6.6 | Identifies and applies observation techniques in presentational dramatic activities such as storytelling, reader's theatre, puppetry, pantomime, collage theatre, oral interpretation, and children's theatre | Acting | Observation | |
| FATA.6.7 | Uses imagination to form and express thought, feeling, and character | Acting | Imagination | |
| FATA.6.8 | Identifies and applies movement techniques appropriate to presentational theatre activities | Acting | Body Movement | |
| FATA.6.9 | Identifies and demonstrates understanding of the nine areas of the stage | Acting | Stage Movement | |
| FATA.6.10 | Uses improvisation techniques within a defined style | Acting | Improvisation | |
| FATA.6.11 | Identifies the physical, emotional, and social dimensions of characters in presentational theatre activities | Acting | Character Development | |
| FATA.6.12 | Recognizes the role and responsibilities of the director in presentational activities | Directing | Role of Director | |
| FATA.6.13 | Designs and creates scenery props, costumes, lighting, and sound music for presentational theatre activities | Technical Theatre | Design/Production | |
| FATA.6.14 | Identifies the costume, fashion, and makeup customs in the cultures and time periods dealt with in social studies | Technical Theatre | Design | |
| FATA.6.15 | Develops a working definition of theatre arts as it applies to presentational theatre | Defining Terms | Vocabulary | |
| FATA.6.16 | Reviews and expands drama/theatre terms | Defining Terms | Vocabulary | |
| FATA.6.17 | Defines presentational theatre | Defining Terms | Vocabulary | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Connections*** | | | | |
| FATA.6.18 | Explores the relationships among theatre and other arts and dramatic media | Other Arts | | |
| FATA.6.19 | Analyzes and explains common themes, content, and structure among theatre and other disciplines | Other Disciplines | | |
| FATA.6.20 | Synthesizes elements of other disciplines to create presentational theatre activities | Other Disciplines | | |
| FATA.6.21 | Integrates and uses available technology to enhance all aspects of theatre arts | Technology | | |
| FATA.6.22 | Compares theatre presentations and classroom activities to life and human experience in specified periods studied in social studies | Connecting | Historic Periods | |
| FATA.6.23 | Develops research skills and familiarity with available resources to gain information in support of presentational theatre activities | Research/Resources | Production | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| FATA.6.24 | Compares theatre presentations and classroom activities to life and human experience in specified periods studied in social studies | Interpretation | Historic Periods | |
| FATA.6.25 | Understands the role and responsibilities of the audience as an integral part of theatrical presentation | Audience Responsibility | | |
| FATA.6.26 | Identifies, describes, compares, and evaluates dramatic presentations and activities | Dramatic Presentation | Interpretation | |
| ***Historical and Cultural Context*** | | | | |
| FATA.6.27 | Explores a variety of literature as a basis for developing presentational theatre activities in specific styles | Literature #1 | Myths | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.6.28** | Discovers common experiences and ideas in stories and myths in social studies as a basis for presentational theatre activities. | Multicultural/Social Heritage | Ancient Greek and European Renaissance Cultures | |
| **FATA.6.29** | Identifies and describes recurring cultural motifs and social themes in stories and myths from cultures discussed in the social studies curriculum. Those motifs are used as a basis for presentational activities. | Multicultural/Social Heritage | | |
| **FATA.6.30** | Compare how, in several cultures of the world, theatre functioned as part of daily experience. | Multicultural/Social Heritage | | |
| **FATA.6.31** | Use available resources to plan for and support presentational theatre activities. | Research | | |

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# Introduction to Visual Arts
## Quality Core Curriculum
## K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

### Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

### Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

## Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

## Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

## Visual Arts Glossary

**Abstract.** Generalized art which retains the essence or characteristics of a recognizable subject or object.

**Additive sculpture.** Modeling a sculpture by adding materials to it until the desired effect is maintained.

**Aerial perspective.** The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

**Aesthetics.** A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

**Airbrush.** Atomizer operated by compressed air used for spraying paint.

**Analogous.** Three colors that are next to each other on a color wheel and which have a common hue.

**Analysis.** Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

**Animation.** The illusion of movement caused by successive presentations of inanimate objects in rapid order.

**Architecture.** The art of designing and planning the construction of buildings, cities, and/or bridges.

**Art history.** A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

**Arts disciplines.** Studies which include dance, music, theatre, and visual arts.

**Assess.** To analyze and determine the nature and quality of achievement through means appropriate to the subject.

**Asymmetrical balance.** An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

**Aural.** Art that incorporates sound.

**Background.** The part of the picture plane that seems to be farthest from the viewer.

**Balance.** A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

**Batik.** A system of dyeing fabric in which selected areas are protected from the dye with wax.

**Biomorphic.** See organic.

**Calligraphy.** The art of lettering.

**Ceramics.** Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

**Collage.** A collection of materials arranged for a composition or design on a flat surface.

**Color.** A visually perceived hue.

**Color scheme.** Plan for organizing color.

**Complementary.** Colors opposite each other on a color wheel that contrast with each other.

**Composition.** The way in which the parts of an artwork are put together or organized.

**Content.** Message the artist is trying to communicate in a work of art.

**Context.** A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

**Contour.** Interior and exterior edges of objects.

**Contour line.** A line that follows the edges or edge of a shape or form.

**Contrast.** Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

**Cool colors.** Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

**Create.** To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

**Critical process.** Description, analysis, interpretation, and evaluation used in discussing artworks.

**Criticism.** Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

**Critique.** To review, analyze, and discuss works of art.

**Cross cultural.** Art across cultures (intercultural).

**Culture.** Behaviors, customs, ideas, and skills of a distinct group of people.

**Dominance.** A principle of design where one element is emphasized.

**Edition.** A set number of productions of a work of art.

**Elements of design.** Line, shape, form, color, space, texture, and value.

**Emphasis.** A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

**Enameling.** The process of firing special powder or enamel pigments on copper or silver in a kiln.

**Ethnic art.** Art inspired by a specific culture.

**Exhibitions.** An organized display of works of art.

**Explore.** A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

**Expression.** A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

**Fiber arts.** Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

**Folk art.** A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

**Foreground.** The space which appears to be closest to the viewer.

**Form.** 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

**Free-flowing (Free-form).** Any curvilinear, asymmetrical shape not bound by hard edges.

**Functional art.** Art designed for a certain purpose.

**Functions (and purposes) of art.** Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

**Geometric form.** Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

**Geometric shapes.** Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

**Glazing.** A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

**Gradation.** A gradual smooth change from light to dark, rough to smooth, or one color to another.

**Graphic design.** A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

**Handbuilding.** A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

**Harmony.** The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

**Horizon line.** The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

**Hue.** The name of a color.

**Illustration.** A work of art that usually seeks to join visual and discursive information for the purposes of communication.

**Intensity.** The brightness (purity) or dullness of a color, also known as chroma.

**Intermediate colors (Tertiary).** A color made by mixing a primary color with a secondary color.

**Jewelry.** A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

**Kinetic.** Art designed to move by natural or man-made forces.

**Line.** An uninterrupted actual mark or implied direction going from one point to another.

**Linear perspective.** Showing depth and distance in a picture with converging lines.

**Maquettes.** A small sculpture made as a preliminary model.

**Materials.** Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

**Media.** Broad categories for grouping works of visual art according to the art materials used.

**Media arts.** Art forms that deal with electronic technologies.

**Middle ground.** A term used to define a level surface behind the foreground and in front of the background.

**Mixed media.** The use of different materials in the same work of art.

**Model or modeling.** To shape or build up with malleable media.

**Monochromatic.** Uses only one hue and variations obtained from its tints, shades, and tones.

**Montage.** A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

**Mosaic.** A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

**Motif.** A recurring element, subject, or theme in works of art.

**Movement.** A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

**Movements (arts).** Refers to an historical or cultural period when certain styles became prevalent.

**Multi-cultural.** Refers to more than one culture.

**Negative space.** The space around and through a shape or object.

**Neutral colors.** Colors formed by mixing complementary colors on the color wheel.

**Non-objective.** Shapes/forms created with no regard to an identifiable subject or object.

**One-point perspective.** A system of creating the illusion of space in the picture plane using one vanishing point.

**Organic form.** Three-dimensional free-flowing shapes found in nature.

**Organic shape.** Two-dimensional or flat free-flowing shapes found in nature.

**Origami.** The art of Oriental paper folding.

**Papier Maché.** A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

**Pattern.** Repetition of a motif involving line, shape, color, value, or space in a composition.

**Perception.** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

**Perspective.** The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

**Photogram.** A process in which light-sensitive paper is exposed with objects to create positive and negative space.

**Photography.** The technique of capturing optical images on light sensitive surfaces.

**Pin hole camera.** A hand made camera using a pin hole opening to expose the film to light.

**Pointillism.** A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

**Portfolio.** A comprehensive collection of student work.

**Positive space.** The space in a composition occupied by the subject or objects.

**Primary colors.** Red, yellow, blue.

**Principles of design.** Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

**Printmaking.** The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

**Process.** A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

**Proportion.** Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult 71/2 heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

**Radial balance.** Type of balance in which forces or elements of a design come out from a central point.

**Realism.** A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

**Repetition.** A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

**Rhythm.** Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

**Scale.** Proportion.

**Sculpture.** Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

**Secondary colors.** Colors created by mixing two primary colors; orange, green, and violet.

**Self-portrait.** A rendering of the artist's own likeness.

**Shade.** A color with black added to it to change color value.

**Shading.** Gradation of tone or filling in areas through shadows.

**Shape.** Any two-dimensional area defined by line, color, tones, or edges.

**Space.** A perceived area or surface.

**Spatial.** Of, or existing, in space.

**Split-complementary colors.** A color and the two colors on either side of its complement on the color wheel.

**Stained glass.** Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

**Structures.** Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

**Style.** An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

**Subtractive sculpture.** Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

**Symbol.** Something that stands for, or represents, something else.

**Synthesis.** Combining of parts into a whole.

**Tactile.** Appealing to the sense of touch.

**Techniques.** Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

**Technologies.** Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

**Temporal.** Worldly; or time; art enduring for a time.

**Tertiary.** The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

**Texture.** The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

**Theme.** A subject or topic in artwork.

**Three-dimensional form.** Objects which have height, width, and depth.

**Thumbnail sketches.** Small drawings used to develop an idea or composition.

**Timeline.** Chart showing the chronological progression of art history.

**Tint.** A color with white added to raise or lighten its value.

**Tone.** Changes in intensity.

**Triadic.** The colors found on the color wheel which form an equilateral triangle.

**Two-dimensional.** Flat area having height and width but no actual depth.

**Two-point perspective.** Perspective viewed when an object is observed from an angle. There are two vanishing points.

**Unity.** A principle of design referring to the arrangement of a work in which all parts seem interrelated.

**Value.** The element of art that refers to the lightness or darkness of an object or color.

**Value scale.** Gradation of dark to light usually made on a scale of 1-10.

**Variety.** A principle of design concerned with difference or contrast.

**Visual art.** A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

**Warm colors.** Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

# Introduction to Visual Arts
# Quality Core Curriculum
# Middle School Art

Content standards in the middle grades are designed to expand the students' knowledge of concepts and skills. Visual arts curriculum is designed to integrate with other disciplines at the middle school level and address the needs of learners with different social and cultural backgrounds. The curriculum reflects the adolescent's and preadolescent's need to develop collaborative and teamwork skills, technological competencies, flexible thinking, and appreciation for diversity.

Middle grades content standards are built upon the K-5 curriculum. Often, middle grades art programs are taught as six-, nine-, or 12-week rotations. Standards, therefore, are clustered to provide the middle grade teacher flexibility in presenting standards of different grade levels.

It is recommended that students who have not experienced formal visual arts education prior to the middle school experience use the K-5 content standards as a starting place, focusing on sequential order of content standards: criticism, art production, art history, and aesthetics.

# Georgia Quality Core Curriculum

## Fine Arts: Visual Arts: Grade 6

### Artistic Skills and Knowledge: Creating, Performing, Producing

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAVA.6.1 | Plans and creates artworks using the principles of design to organize the elements of art for creating a composition<br>(See Introduction Matrix ) | Art Production | Creative Expression Through Art | |
| FAVA.6.2 | Creates artworks to depict a mood, emphasize the effects of light as reflected off surfaces and within the atmosphere, or demonstrate proportion | Art Production | Creative Expression Through Art | |
| FAVA.6.3 | Uses art materials and techniques<br>(See Introduction Matrix ) | Art Production | Art Materials and Tools | |
| FAVA.6.4 | Produces interpretations of the same landscape in both atmospheric (aerial) and linear perspective | Art Production | Spatial Techniques | |
| FAVA.6.5 | Creates a series of artworks that is concerned with design and composition (Structuralism/ Formalism) | Art Production | Artistic Theory | |
| FAVA.6.6 | Demonstrates proper care and safe use of art materials and tools | Art Production | Maintenance and Safety | |

### Connections

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAVA.6.7 | Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks (See Introduction Matrix ) | Interdisciplinary | Other Subject Relationships | |

### Critical Analysis and Aesthetic Understanding

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAVA.6.8 | Describes the properties of color (hue, value, and intensity) and the color schemes of monochromatic, analogous, and complementary | Criticism | Color | |
| FAVA.6.9 | Judges an artwork based on how successfully it expresses aspects of the society in which it was produced | Aesthetics | Culture | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAVA.6.10** | Examines selected artworks based on questions related to art theories such as:<br>Does the intent of the artwork seem to be to imitate? (Realism)<br>Is the artwork primarily concerned with design or composition? (Structuralism/Formalism)<br>Is the work trying to express a feeling or emotion? (Expressionism/Emotionalism) | Aesthetic | Artistic Theories | |
| **FAVA.6.11** | Compares and contrasts the features and characteristics of linear perspective and atmospheric (aerial) perspective in selected artworks | Criticism | Spatial Techniques | |
| **FAVA.6.12** | Identifies the interrelationships between elements of art and the principles of design in artworks and the environment<br>(See Introduction Matrix.) | Criticism | Elements of Art Principles of Design | |
| **FAVA.6.13** | Discusses how media used to create artworks (e.g., sculpture, drawing, painting, pottery, fiber arts, photography, video, and computer production) affects artistic expression | Criticism | Media | |
| **FAVA.6.14** | Recognizes how artists use selected subject matter, including symbols or ideas, to communicate a message | Criticism | Symbols | |
| **FAVA.6.15** | Describes the expressive quality (feeling/mood) of artworks | Criticism | Expressive Qualities | |
| **FAVA.6.16** | Distinguishes between the art historian and the art critic citing their specific roles and functions within societies, past and present | Criticism | Art Critic and Historian | |

### Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAVA.6.17** | Locates, reads, and summarizes major points from historical accounts of artists and/or artworks indigenous to a specific culture | Art History | Artists and Culture | |
| **FAVA.6.18** | Traces the development of selected art professions from past to present societies, such as painting, architecture, photography, printmaking, and graphic designing | Art History | Artist's Role in Society | |
| **FAVA.6.19** | Uses timelines, graphs, and visuals to trace important historical developments of the Americas, Europe, and Oceania using indigenous artworks | Art History | Art of the Americas, Europe, and Oceania | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAVA.6.20** | Compares and contrasts styles of selected artworks from North, South, and Central Americas, and Europe. | Art History | Artistic Style | |

*Georgia's Quality Core Curriculum*

# Technology/Career Education
# Grades 6-8

# Introduction to Technology/Career Education
## Quality Core Curriculum
## 6-12

The primary purpose of the revised Technology/Career QCC is to equip students with the academic, technical, and leadership skills that they will need to succeed in life. Through a partnership between education and industry, the Technology/Career curriculum will provide students with a solid foundation for their future careers.

Technology/Career education provides students with knowledge that enables them to continue learning on the postsecondary level and throughout their careers. The revised Technology/Career QCC facilitates development of programs of study that reflect career goals of individual students and incorporate current industry standards, high-level academic knowledge, and postsecondary requirements. The revised QCC also addresses the need to reinforce classroom skill development through participation in co-curricular vocational student organizations and structured work-based learning programs such as youth apprenticeship, internship, and cooperative education.

Because technology is evolving rapidly, the Technology/Career QCC standards are broadly based and permit development of curriculum that can be updated to meet changing industry standards. Each Technology/Career area has a common set of standards that address higher thinking, leadership, team cooperation, and other workplace readiness skills, as well as content standards specific to various occupational programs.

## Technology/Career Education: Grade 6-8

### *Exploratory Business*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| BUSINESS.6-8.1 | Examines traits, skills training, education, and conditions needed to succeed in various business occupations | | Career Exploration | |
| BUSINESS.6-8.2 | Researches and uses information about specific occupations | | Career Exploration | |
| BUSINESS.6-8.3 | Examines career opportunities in the business world | | Career Exploration | |
| BUSINESS.6-8.4 | Examines career goals and career ladders | | Career Exploration | |
| BUSINESS.6-8.5 | Operates an alphanumeric keyboard using the touch system | | Information Processing | |
| BUSINESS.6-8.6 | Applies formatting skills in various business documents | | Information Processing | |
| BUSINESS.6-8.7 | Demonstrates basic knowledge of information-processing software packages | | Information Processing | |

# Georgia Quality Core Curriculum

## Technology/Career Education: Grade 6-8

### *Exploratory Family and Consumer Science*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FACS.6-8.1 | Identifies physical, emotional and social changes that occur during puberty | | Family and Child Development | |
| FACS.6-8.2 | Demonstrates awareness of responsibilities in caring for children | | Family and Child Development | |
| FACS.6-8.3 | Identifies different relationships with peers and family | | Family and Child Development | |
| FACS.6-8.4 | Identifies legally and socially acceptable behavior | | Family and Child Development | |
| FACS.6-8.5 | Demonstrates use of decision making process | | Family and Child Development | |
| FACS.6-8.6 | Recognizes consequences that result from making choices | | Family and Child Development | |
| FACS.6-8.7 | Determines opportunities for careers in family and consumer sciences occupations | | Careers | |
| FACS.6-8.8 | Demonstrates leadership and communication skills through vocational student organization activities | | Careers | |
| FACS.6-8.9 | Demonstrates awareness of cleanliness, organization, safety and maintenance of the household environment | | Housing and Management | |
| FACS.6-8.10 | Demonstrates an awareness of general nutrition | | Foods and Nutrition | |
| FACS.6-8.11 | Plans, selects, prepares and serves nutritious meals and snacks | | Foods and Nutrition | |
| FACS.6-8.12 | Practices safety and sanitation in food handling and use of equipment | | Foods and Nutrition | |
| FACS.6-8.13 | Identifies grooming practices and appropriate clothing to improve personal appearance | | Textile and Apparel | |
| FACS.6-8.14 | Demonstrates an understanding of appropriate clothing care | | Textile and Apparel | |

282

283

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FACS.6-8.15 | Makes informed consumer decisions concerning relationships between advertising, product and price | | Consumer Decisions | |

# Georgia Quality Core Curriculum

## Technology/Career Education: Grade 6-8

### *Exploratory Technology*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| TECHED.6-8.1 | Examines traits, skills training, education, and conditions needed to succeed in various technical and engineering occupations |  | Career Exploration |  |
| TECHED.6-8.2 | Defines and uses skills to manage life transitions related to changes in career environment |  | Career Exploration |  |
| TECHED.6-8.3 | Researches and uses information about specific occupations |  | Career Exploration |  |
| TECHED.6-8.4 | Examines career opportunities in communication, production, energy, power and transportation, and bio-related areas |  | Career Exploration |  |
| TECHED.6-8.5 | Examines career goals and career ladders |  | Career Exploration |  |
| TECHED.6-8.6 | Utilizes tools, materials, and processes to solve technical problems involving the application of science, mathematics, and inventiveness |  | Technical Information |  |
| TECHED.6-8.7 | Demonstrates a basic knowledge of the various aspects of the technologies of communication, manufacturing, construction, and/or energy and power control |  | Technical Information |  |
| TECHED.6-8.8 | Demonstrates both personal and equipment safety |  | Technical Information |  |
| TECHED.6-8.9 | Solves a given problem using the inductive and deductive processes of the scientific method |  | Technical Information |  |
| TECHED.6-8.10 | Demonstrates employability skills such as dependability, good work habits, pride in work, cooperation with fellow students, respect for authority, and the ability to follow both verbal and written directions |  | Technical Information |  |

*Georgia's Quality Core Curriculum*

# Agriculture Education
# Grade 6-8

# Introduction to Agriculture Education
# Quality Core Curriculum
## 6-12

The Quality Core Curriculum (QCC) standards in Agriculture Education were revised with an emphasis on student needs based on changes in industry, education, and community needs and expectations. The Quality Basic Education Act charges the State Board of Education with establishing competencies that each student is expected to master and ensuring that each student has the opportunity to master them. The QCC standards in Agriculture Education were revised to meet these needs.

Local school systems are responsible for implementing the QCC according to state standards. Expansion and enrichment of this curriculum are needed to improve delivery and service to the students and community. The revision committee highly recommends the use of state-approved curriculum guides and course outlines in Agriculture Education to facilitate curriculum delivery.

## PROCESS

The QCC revision process was started by establishing a framework for evaluating the QCC standards established in 1984. The committee set six relevant criteria for measuring proposed changes. Revisions to the QCC should:

- Reflect technological and biological advances in agricultural science, business, and industry
- Promote high academic achievement through application of basic academic skills
- Emphasize workplace competencies
- Reflect changes in the Agriculture Education program included in recent industry- validated curriculum guides
- Reflect Agriculture Education program philosophy, purpose, and goals
- Promote leadership development

A program outline was created as a foundation for review of the QCC standards. Using the program outline and the revision criteria, the committee reviewed and revised specific QCC statements.

## CHANGES

Most changes in the QCC statements are in terminology and sequence. Additions to the QCC consist mostly of expansion of statements which give more and clearer emphasis to that area of curriculum. The use of technology was emphasized. Statements were written to promote the continuous incorporation and updating of technology in the curriculum. Statements regarding leadership and personal development, basic skills, and employability were expanded and clarified to promote greater emphasis in these areas. In addition these statements were considered important enough that they have been included in each subject area.

## USE OF THE QCC

The QCC in Agriculture Education is organized by school level (high school and middle school) and into six major instructional areas identified by the State Department of Education:

- Agricultural Business Management
- Agricultural Mechanization and Technology
- Agricultural Production and Management
- Agriscience and Biotechnology
- Environmental Horticulture
- Conservation and Renewable Natural Resources

The QCC standards are arranged into a logical teaching and development sequence within these parameters. Each local school system is encouraged to build its curriculum in Agriculture Education through selection of subject and subject areas of instruction based on local community and student needs. Courses may be developed through adoption of the suggested QCC sequence or by using the eclectic approach based on local needs. Once course content has been determined using the QCC standards, a number of resources may be used to facilitate course development. These include state curriculum guides, textbooks, and industry-developed materials.

## Agriculture Education: Grade 6-8

### *Agribusiness*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.1 | Explores the scope of the agribusiness industry on the local, state, national and international levels | | | |
| AE.6-8.2 | Identifies and explores the science and technology of the agribusiness industry | | | |
| AE.6-8.3 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.4 | Develops computer skills relevant to the agribusiness industry | | | |
| AE.6-8.5 | Explores employment and career opportunities in agribusiness | | | |
| AE.6-8.6 | Develops skills in selected practices that relate to the agribusiness industry | | | |

## Agriculture Education: Grade 6-8

### *Agricultural Mechanics*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.7 | Explores the scope of the agricultural mechanics industry on the local, state, national and international levels | | | |
| AE.6-8.8 | Identifies and explores the science and technology of the agricultural mechanics industry | | | |
| AE.6-8.9 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.10 | Demonstrates safety procedures related to agricultural mechanics | | | |
| AE.6-8.11 | Explores employment and career opportunities in agricultural mechanics | | | |
| AE.6-8.12 | Develops skills in selected practices that relate to the agricultural mechanics industry | | | |

# Georgia Quality Core Curriculum

## Agriculture Education: Grade 6-8

### *Agricultural Production*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.13 | Explores the scope of the agricultural production industry on the local, state, national and international levels | | | |
| AE.6-8.14 | Identifies and explores the science and technology of the agricultural production industry | | | |
| AE.6-8.15 | Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities | | | |
| AE.6-8.16 | Demonstrates safety practices related to agricultural production | | | |
| AE.6-8.17 | Explores employment and career opportunities in agricultural production | | | |
| AE.6-8.18 | Develops skills in selected practices that relate to the agricultural production industry | | | |

## Agriculture Education: Grade 6-8

### *Agriscience*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.19 | Explores the importance of agriscience on the local, state, national and international levels | | | |
| AE.6-8.20 | Identifies and explores science and technology in the agriscience industry | | | |
| AE.6-8.21 | Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities | | | |
| AE.6-8.22 | Demonstrates safety practices related to agriscience | | | |
| AE.6-8.23 | Explores employment and career opportunities in agriscience | | | |
| AE.6-8.24 | Develops skills in selected practices that relate to agriscience | | | |

# Georgia Quality Core Curriculum

## Agriculture Education: Grade 6-8

### *Environmental Horticulture*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.25 | Explores the scope of the environmental horticulture industry on the local, state, national and international levels | | | |
| AE.6-8.26 | Identifies and explores science and technology in environmental horticulture | | | |
| AE.6-8.27 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.28 | Demonstrates safety practices related to environmental horticulture | | | |
| AE.6-8.29 | Explores employment and career opportunities in environmental horticulture | | | |
| AE.6-8.30 | Develops skills in selected practices that relate to the environmental horticulture industry | | | |

## Agriculture Education: Grade 6-8

### *Forestry and Natural Resources*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.31 | Explores the scope of the forestry and natural resources industry on the local, state, national and international levels | | | |
| AE.6-8.32 | Identifies and explores the science and technology of forestry and natural resource conservation | | | |
| AE.6-8.33 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.34 | Demonstrates safety practices related to forestry and natural resources | | | |
| AE.6-8.35 | Explores employment and career opportunities in forestry and natural resources | | | |
| AE.6-8.36 | Develops skills in selected practices that relate to the forestry and natural resources industry | | | |

Georgia's Quality Core Curriculum

306

# Grade 7

307

*Georgia's Quality Core Curriculum*

# Language Arts
# Grade 7

# Introduction to Language Arts
# Quality Core Curriculum
# K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

## Langu[illegible] Arts
## *QCC Scope and Sequence*

### Oral Communication
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Listens and speaks in informal conversations with peers and adults. | * | | | | | | | | | |
| Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults. | | * | * | * | * | * | * | * | * | * |
| Listens to a variety of literary forms, including stories and poems. | * | * | * | | | | | | | |
| Listens and responds to a variety of literary forms. | | | | * | * | | | | | |
| Listens and responds to a variety of literary forms including prose, poetry, and drama. | | | | | | * | * | * | * | * |
| Follows one- and two-part oral directions. | * | | | | | | | | | |
| Follows two- and three-part oral directions. | | * | | | | | | | | |
| Follows three-part oral directions. | | | * | | | | | | | |
| Follows multiple oral directions. | | | | * | * | * | | | | |
| Follows oral directions and asks questions for clarification. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible]e Arts
## *QCC Scope and Sequence*

### Oral Communication
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Repeats auditory sequences: letters, words, numbers, and rhythmic patterns. | * | | | | | | | | | |
| Recognizes rhyming words. | * | | | | | | | | | |
| Recites short poems, rhymes, songs, and stories with repeated patterns. | * | | | | | | | | | |
| Participates in choral speaking and creative drama. | * | | | | | | | | | |
| Recalls information presented orally. | | * | | | | | | | | |
| Recalls and interprets information presented orally. | | | * | | | | | | | |
| Uses oral language for different purposes: to inform, to persuade, and to entertain. | | | * | * | * | * | * | * | * | |
| Recalls, interprets, and summarizes information presented orally. | | | | * | * | * | * | * | * | * |
| Delivers a planned oral presentation. | | | | | | * | * | * | * | |
| Adjusts manner and style of speaking to suit an audience and situation. | | | | | | * | * | * | * | |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Oral Communication**
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Speaks so others can hear and understand. | | | | | | | | | | * |
| Defends conclusions rationally. | | | | | | | | | | * |
| Paraphrases and discusses information. | | | | | | * | * | * | * | * |
| Summarizes and/or records orally presented information. | | | | | | * | * | * | * | * |
| Interprets the meaning of questions in order to give an appropriate response. | | * | | | | | | | | |
| Responds to questions on orally presented materials. | | | * | | | | | | | |
| Responds appropriately to various types of questions on orally presented material. | | | | * | | | | | | |
| Responds to literal, inferential, and evaluative questions on orally presented material. | | | | | * | * | * | * | * | * |
| Increases vocabulary to reflect a growing range of interests and knowledge. | * | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

**Oral Communication**
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Communicates effectively when using descriptive language, relating experiences, and retelling stories. | * | | | | | | | | | |
| | | | | | | | | | | |
| Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Uses a variety of language patterns and sentence structures. | | * | * | | | | | | | |
| | | | | | | | | | | |
| Uses increasingly complex sentence structures in oral communication. | | | * | * | * | * | | | | |
| | | | | | | | | | | |
| Determines the literal and figurative meaning of words. | | | | | * | * | | | | |
| | | | | | | | | | | |
| Demonstrates an understanding of words and ideas when heard in context. | | * | | | | | | | | |
| | | | | | | | | | | |
| Determines the meaning of a word based on how it is used in an orally presented sentence. | | | * | * | * | | | | | |
| | | | | | | | | | | |
| Adjust manner and style of speaking to suit an audience and situation. | | | | | | * | * | * | * | * |

- Standards will be reinforced as necessary each subsequent year

# Langu[illegible] Arts
## *QCC Scope and Sequence*

**Oral Communication**
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Uses grade/age appropriate standard American English when communicating orally. | | | * | * | * | * | | | | |
| Paraphrases and discusses information. | | | | | | * | * | * | * | |
| Begins to discriminate between spoken words and sentences. | * | | | | | | | | | |
| Summarizes and/or records orally presented information. | | | | | | | * | * | * | |
| Blends sounds orally to make words. | * | * | * | * | | | | | | |
| Divides words into syllables. | | * | * | * | | | | | | |
| Participates in oral presentations. | | | | | | | * | * | * | * |
| Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions. | | | | | | | * | * | * | |
| Develops awareness of nonverbal communication such as gestures, body language, and facial expressions. | | | | | | | * | * | * | * |
| Uses standard conventions of American English in appropriate settings. | | | | | | | * | * | * | * |

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* Standards will be reinforced as necessary each subsequent year

## Language Arts
## *QCC Scope and Sequence*

**Oral Communication**
*Listening/Speaking*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Listens and responds to various language patterns and literary forms including regional examples (dialect). | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Responds to literal, inferential, and critical questions. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Determines the denotative and connotative meanings of words in oral context. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Records orally presented information (note-taking). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Critically responds to various media. Evaluates messages and effect of mass media. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible] Arts
## QCC Scope and Sequence

**Written Communication**

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Recognizes own name in print. | • | | | | | | | | | |
| Recognizes words in familiar contexts. | • | | | | | | | | | |
| Recognizes common signs and logos. | • | | | | | | | | | |
| Holds print materials in correct position. | • | | | | | | | | | |
| Demonstrates left-to-right and top-to-bottom progression. | • | | | | | | | | | |
| Discriminates visual similarities and differences in words. | • | | | | | | | | | |
| Distinguishes between written letters, words, and sentences. | • | | | | | | | | | |
| Identifies upper- and lower-case letters of the alphabet out of sequence. | • | | | | | | | | | |
| Associates sounds with letters. | • | | | | | | | | | |
| Verbalizes consonant sound when shown the consonant letter. | • | | | | | | | | | |
| Recognizes rhyming words (e.g., CVC words, word families, etc.). | • | | | | | | | | | |

• Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Reads selected sight words. | * | | | | | | | | | |
| Recalls orally a series of three visually presented items. | * | | | | | | | | | |
| Uses words that signal sequence relationships such as first, next, and last. | * | | | | | | | | | |
| Classifies by characteristics such as color, size, shape, structure, and function. | * | | | | | | | | | |
| Sequences pictures to tell a story. | * | | | | | | | | | |
| Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes. | * | | | | | | | | | |
| Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings. | * | | | | | | | | | |
| Increases vocabulary to reflect a growing range of interests and knowledge. | * | * | * | * | * | * | * | * | * | * |

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* Standards will be reinforced as necessary each subsequent year

# Langu[illegible]e Arts
# QCC Scope and Sequence

## Written Communication

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences. | | * | | | | | | | | |
| | | | | | | | | | | |
| Classifies and categorizes words into sets and groups with common characteristics. | | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Follows written directions. | | | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Reads a variety of materials for information and pleasure. | | | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Reads for a variety of purposes in different kinds of texts. | | | | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Applies phonetic strategies to read by: | | | | | | | | | | |
| Using initial consonant substitution in rhyming words and word families. | | * | | | | | | | | |
| Using beginning, medial, and ending consonants to orally decode one and two syllable words. | | * | | | | | | | | |
| Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words. | | * | | | | | | | | |
| Using consonant blends and diagraphs to orally decode one- and two-syllable words. | | * | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible]e Arts
## QCC Scope and Sequence

**Written Communication**

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Applies phonetic strategies to read by: | | | | | | | | | | |
| Using initial consonant substitution in rhyming words and word families. | | | * | * | * | * | | | | |
| Using beginning, medial, and ending consonants to orally decode words. | | | * | * | * | * | | | | |
| Using short, long, and "r" controlled vowel sounds to orally decode words. | | | * | * | * | * | | | | |
| Using consonant blends, digraphs, and diphthongs to orally decode words. | | | * | * | * | * | | | | |
| | | | | | | | | | | |
| Uses word order and sentence structure to read. (Syntax-"Does it sound right?") | | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?") | | * | | | | | | | | |
| | | | | | | | | | | |
| Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?") | | | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Increases existing sight vocabulary (instant recognition). | | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. |  | * | * | * | * | * | * | * | * |  |
| Reads with fluency and expression. |  | * | * | * | * | * | * | * | * | * |
| Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction. |  | * | * | * | * | * | * | * | * | * |
| Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction. |  | * | * | * | * | * | * | * | * | * |
| Identifies the main characters. |  | * | * | * | * |  |  |  |  |  |
| Identifies the characters' actions, motives, emotions, traits, and feelings. |  | * | * | * | * | * |  |  |  |  |
| Draws conclusions and makes predictions and comparisons. |  | * | * |  |  |  |  |  |  |  |
| Draws conclusions, makes predictions, compares/contrasts, and makes generalizations. |  |  |  | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## *QCC Scope and Sequence*

**Written Communication**

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Distinguishes between fact and opinion. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama). | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es." | | * | * | * | * | * | | | | |
| | | | | | | | | | | |
| Uses knowledge of root words, prefixes, and suffixes in word recognition. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes simple word opposites. | * | * | * | | | | | | | |
| | | | | | | | | | | |
| Uses knowledge of synonyms, antonyms, and homophones when reading. | | | | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Identifies story development, author's purpose, and point of view. | | | | | | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible] Arts
## *QCC Scope and Sequence*

**Written Communication**
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses context clues to determine meaning of unknown words. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Adjusts reading speed according to purpose and rereads for comprehension. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes persuasion techniques in propaganda and advertising. | | | | | | | * | * | * | * |

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* Standards will be reinforced as necessary each subsequent year

## Written Communication

*Literature*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Experiences traditional and contemporary literature through a variety of media. | • | • | • | • | • | • | • | • | • | • |
| Responds to literal, inferential, and evaluative questions about literature. | • | • | • | • | • | • | • | • | • | • |
| Responds appropriately to questions about author's purpose, techniques, character development, and plot structure. | | | | | • | • | • | • | • | • |
| Demonstrates an interest in various types of self-selected literature through daily reading. | | • | • | • | • | • | • | • | • | • |
| Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama). | | • | • | • | • | • | | | | |
| Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths). | | | | | | | • | • | • | • |
| Discriminates between realism and fantasy. | | • | • | • | | | | | | |
| Distinguishes between fact and opinion. | | | | | • | • | • | • | • | • |

• Standards will be reinforced as necessary each subsequent year

# Langu[illegible]e Arts
## QCC Scope and Sequence

**Written Communication**

*Literature*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Recognizes cultural diversity represented in literature. | • | • | • | • | • | • | • | • | • | • |
| Responds to literal, inferential, and critical questions about literature. |  |  |  |  |  |  | • | • | • | • |
| Recognizes bias and stereotypes. |  |  |  |  |  |  | • | • | • | • |
| Recognizes relevance of data. |  |  |  |  |  |  | • | • | • | • |
| Interprets written instructions and other directive information. |  |  |  |  |  |  | • | • | • | • |
| Applies reading strategies to specific content and subject matter. |  |  |  |  |  |  | • | • | • | • |
| Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view. |  |  |  |  |  |  | • | • | • | • |
| Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.). |  |  |  |  |  |  | • | • | • | • |
| Experiences traditional and contemporary literature through a variety of media. |  |  |  |  |  |  | • | • | • | • |

• Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

**Written Communication**
*Literature*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Recognizes writer's purpose in fiction and nonfiction. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes cultures and values represented in literature. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes that literature reflects human experience. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Responds creatively to literature, drama, art, and multimedia projects. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Identifies and chooses literature according to personal interests. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible] Arts
## QCC Scope and Sequence

**Written Communication**

*Writing*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Dictates information for experience stories. | * | | | | | | | | | |
| | | | | | | | | | | |
| Uses examples from literature to create individual and group stories. | * | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | * | | | | | | | | | |
| | | | | | | | | | | |
| Uses correct spelling for frequently used sight vocabulary. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Uses learned phonetic strategies to spell correctly. | | * | * | * | * | * | | | | |
| | | | | | | | | | | |
| Writes a minimum of three sentences about a topic. | | * | * | | | | | | | |
| | | | | | | | | | | |
| Writes a short paragraph about a topic. | | | | * | | | | | | |
| | | | | | | | | | | |
| Writes selections (compositions) of three or more paragraphs about a topic. | | | | | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

**Written Communication**
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words. | | * | * | | | | | | | |
| | | | | | | | | | | |
| Writes about self-selected topics. | | | | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Writes in a variety of genres to produce paragraphs and compositions: | | | | | | | | | | |
| Personal narratives | | | | * | * | * | * | * | * | * |
| Imaginative stories | | | | * | * | * | * | * | * | * |
| Responses to literature | | | | * | * | * | * | * | * | * |
| Content area pieces | | | | * | * | * | * | * | * | * |
| Correspondence (including writing letters and addressing envelopes). | | | * | * | * | * | * | * | * | * |
| Expository Pieces | | | | | | * | * | * | * | * |
| Persuasive Pieces | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Applies correct principles of grammar: | | | | | | | | | | |
| Writes complete sentences | | | * | | | | | | | * |
| Uses correct capital letters | | | * | | | | | | | * |
| Uses correct punctuation | | | * | | | | | | | * |
| Applies correct rules of usage and expression. | | | * | | | | | | | * |
| | | | | | | | | | | |
| Applies correct principles of grammar, parts of speech, usage, and mechanics: | | | | | | | | | | |
| Writes complete sentences | | | | * | | | | | | * |
| Uses correct capitalization and punctuation | | | | * | | | | | | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible]e Arts
## *QCC Scope and Sequence*

**Written Communication**

*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses correct word structure | | | | * | | | | | | * |
| Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory | | | | * | | | | | | |
| Identifies the parts of a sentence in various sentence patterns (simple subject and predicate). | | | | * | | | | | | |
| Forms singular, plural, and possessive nouns. | | | | * | | | | | | |
| Applies standard conventions of American English in subject-verb agreement | | | | * | | | | | | * |
| Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences | | | | * | | | | | | |
| | | | | | | | | | | |
| Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.) | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Communicates ideas by using the writing process: | | | | | | | | | | |
| PREWRITING | | | | | | | | | | |
| Generates ideas | | * | * | * | * | * | * | * | * | * |
| DRAFTING | | | | | | | | | | |
| Focuses on topic | | * | * | * | * | * | * | * | * | * |
| Uses prewriting ideas to complete first draft | | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## *Language Arts*
## *QCC Scope and Sequence*

**Written Communication**

*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| REVISING | | | | | | | | | | |
| Expands use of descriptive words | | * | * | * | * | * | * | * | * | * |
| Improves sequence | | | * | * | * | * | * | * | * | * |
| Adds variety of sentence types | | | * | * | * | * | * | * | * | * |
| Organizes writing to include a clear beginning, middle, and ending. | | | * | * | * | * | * | * | * | * |
| EDITING | | | | | | | | | | |
| Begins each sentence and proper noun with a capital letter | | * | * | * | * | * | * | * | * | * |
| Uses correct spelling | | * | * | * | * | * | * | * | * | * |
| Uses appropriate punctuation | | * | * | * | * | * | * | * | * | * |
| Uses complete sentences | | * | * | * | * | * | * | * | * | * |
| PUBLISHING | | | | | | | | | | |
| Shares writing with others. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Increases writing vocabulary. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Uses descriptive words and phrases. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Uses various organizational strategies, styles, and purposes. | | | | | | * | | | | |
| | | | | | | | | | | |
| Experiments with organization, style, purpose, and audience. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses available technology to assist in writing. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Uses left to right pattern of writing. | * | | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible] Arts
## QCC Scope and Sequence

### Written Communication
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Prints name, self-selected words, and letters of the alphabet. | * | | | | | | | | | |
| Copies simple shapes, designs, numerals, and letters. | * | | | | | | | | | |
| Prints legibly: | | | | | | | | | | |
| Correctly forms letters and numbers; | | * | * | | | | | | | |
| Correctly spaces words and sentences. | | * | * | | | | | | | |
| Begins to recognize cursive letters. | | | * | | | | | | | |
| Writes legibly: | | | | | | | | | | |
| Correctly forms letters and numbers | | | | * | * | * | * | * | * | |
| Correctly spaces words and sentences | | | | * | * | * | * | * | * | |
| Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## *Langu[illegible]e Arts*
## *QCC Scope and Sequence*

**Written Communication**
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Uses various types of writing (personal, academic, business, and vocational). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses dialogue in writing. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Composes and revises using a computer. | | | | | | | | | | * |

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* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**
*Grammar and Usage*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory. | | | | | * | * | * | * | * | |
| Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs. | | | | | * | * | | | | |
| Identifies the eight parts of speech and their uses in a sentence. | | | | | | | * | * | * | |
| Identifies the parts of a sentence in various sentence patterns: | | | | | | | | | | |
| subjects (simple and compound) | | | | | * | | | | | |
| predicates (simple and compound) | | | | | * | | | | | |
| modifiers | | | | | * | | | | | |
| Identifies the parts of a sentence in various sentence patterns: | | | | | | | | | | |
| subject (simple and compound) | | | | | | * | * | * | * | |
| predicates (simple and compound) | | | | | | * | * | * | * | |
| modifiers (words and prepositional phrases) | | | | | | * | * | * | * | |
| complements (predicate adjectives, predicate nominative, direct objects) | | | | | | | * | * | * | |
| Forms singular, plural, and possessive nouns. | | | | | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Written Communication

*Grammar and Usage*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Identifies principal parts and tenses of regular and irregular verbs. | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Identifies types of pronouns: subject, object, possessive. | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Writes simple and compound sentences and avoids fragments and run-on sentences. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Applies standard conventions of American English in: | | | | | | | | | | |
| Subject-verb agreement | | | | | * | * | * | * | * | * |
| Cases of personal pronouns | | | | | * | * | * | * | * | * |
| Principal parts of verbs | | | | | * | * | * | * | * | * |
| Comparisons of adjectives and adverbs | | | | | * | * | * | * | * | * |
| Pronoun/Antecedent | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Applies standard rules of capitalization. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | * |
| Applies standard rules of punctuation. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Spells frequently used words correctly and applies common spelling rules. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Identifies types of pronouns such as personal, interrogative, demonstrative. | | | | | | | * | * | * | |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible] Arts
## *QCC Scope and Sequence*

**Written Communication**
*Grammar and Usage*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Writes simple and compound sentences and avoids run-ons and nonfunctional fragments. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Combines sentences using coordination (i.e., compound sentences). | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## *QCC Scope and Sequence*

**Written Communication**
*Reference-Study*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing. | * | | | | | | | | | |
| Alphabetizes words to the first letter. | | * | | | | | | | | |
| Alphabetizes words to the second letter. | | | * | | | | | | | |
| Alphabetizes words to the third letter. | | | | * | | | | | | |
| Uses alphabetical order to locate information. | | | | | * | * | * | * | * | |
| Uses picture dictionaries as information sources. | | * | | | | | | | | |
| Uses beginning dictionaries as information sources. | | | * | | | | | | | |
| Uses abridged dictionaries to identify appropriate word meanings or correct spellings. | | | | * | * | | | | | |
| Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information. | | | | | | * | * | * | * | |

* Standards will be reinforced as necessary each subsequent year

## *Langu[illegible]e Arts*
## *QCC Scope and Sequence*

### Written Communication
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Uses guide words to locate words in dictionaries and topics in encyclopedias. | | | * | | | | | | | |
| Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information. | | | | * | | | | | | |
| Uses guide words to locate information. | | | | | * | * | * | * | * | |
| Determines appropriate resource to answer specific questions. | | | | | * | | | | | |
| Locates information using the appropriate reference resources. | | | | | | * | * | * | * | * |
| Recognizes the organization of fiction and nonfiction books in the media center. | | * | * | * | | | | | | |
| Uses call numbers to locate information in the media center. | | | | | * | | | | | |
| Recognizes the author, illustrator, and title as identifying items of information about a book. | | * | | | | | | | | |
| Recognizes the purpose of the title page and the table of contents. | | * | | | | | | | | |

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* Standards will be reinforced as necessary each subsequent year

## Language Arts
## *QCC Scope and Sequence*

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses book parts including the title page, table of contents, and glossary as information sources. | | | * | | | | | | | |
| | | | | | | | | | | |
| Uses book parts including title page, table of contents, index and glossary as information sources. | | | | * | * | | | | | |
| | | | | | | | | | | |
| List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources. | | * | | | | | | | | |
| | | | | | | | | | | |
| Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources. | | | * | | | | | | | |
| | | | | | | | | | | |
| Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information. | | | | * | * | | | | | |

* Standards will be reinforced as necessary each subsequent year

# Langu Arts
## *QCC Scope and Sequence*

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic. | | | | * | | | | | | |
| Skims material to locate specific information. | | | | * | | | | | | |
| Develops a simple outline from a short selection. | | | | | * | * | * | * | * | |
| Uses cross reference in multiple types of sources. | | | | | | * | * | * | * | |
| Uses the media center and available technology as sources of information and pleasure. | | * | * | * | * | * | * | * | * | * |
| Recognizes differences in paraphrasing, summarizing, and plagiarizing. | | | | | | | * | * | * | |
| Recognizes organizational systems used for collections or reference sources. | | | | | | | * | * | * | |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses research process by: | | | | | | | | | | |
| -Choosing topic | | | | | * | * | * | * | * | * |
| -Formulating questions | | | | | * | * | * | * | * | * |
| -Identifying key words | | | | | * | * | * | * | * | * |
| -Selecting sources | | | | | * | * | * | * | * | * |
| -Skimming | | | | | * | * | * | * | * | * |
| -Paraphrasing | | | | | * | * | * | * | * | * |
| -Taking notes | | | | | * | * | * | * | * | * |
| -Organizing | | | | | * | * | * | * | * | * |
| -Presenting | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Analyzes information to determine relevance to topic. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases). | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Selects main ideas and supporting details from two or more sources and creates an outline. | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Documents sources with reference citations (bibliography or footnotes). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses a study technique: | | | | | | | | | | |
| PQRST (preview, question, read, study, test) | | | | | * | * | * | * | * | |
| SQ3R (survey, question, read, review, report) | | | | | * | * | * | * | * | |
| PQ4R (preview, question, research, read, review, report) | | | | | * | * | * | * | * | |
| 4R (research, read, review, report) | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.). | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Works as a team to solve problems. | | | | | | | | | | * |

* Standards will be reinforced as necessary each subsequent year

# Introduction to Language Arts
# Quality Core Curriculum
## 6-8

As a part of the Quality Core Curriculum (QCC) revision process, language arts teachers, school administrators, college professors, and business leaders from across Georgia reviewed and revised the language arts curriculum in grades K-12. The team was subdivided into three groups, K-5, 6-8, and 9-12. Careful consideration was given to every content standard, and the committees reached consensus about the inclusion and wording of each one.

Three points are noteworthy about the standards in grades 5-8. One, to ensure a thorough foundation of knowledge for high school, content standards have been deliberately repeated and spiraled from one grade level to the next. Two, a seventh strand, grammar and usage, has been added to the six existing strands. Three, technology has been incorporated in all appropriate objectives.

The intent of the committee has been to produce a curriculum document that is readable, concise, measurable, sequential, achievable, and most of all, usable. The document allows teachers to make implementation decisions on a local level for the improvement of education of Georgia's students.

# Georgia Quality Core Curriculum

## Language Arts: Grade 7

### Grammar and Usage

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.1 | Writes sentences according to purpose: declarative, interrogative, imperative and exclamatory | | | |
| LA.7.2 | Recognizes the function of the eight parts of speech in sentences. | | | |
| LA.7.3 | Identifies the parts of a sentence in simple and compound sentences:<br>-subject<br>-predicates<br>-complements (predicate adjectives, predicate nominative, direct objects, indirect object)<br>-modifiers (words and phrases) | | | |
| LA.7.4 | Forms singular, plural, and possessive nouns. | | | |
| LA.7.5 | Uses principal parts to form tenses of regular and irregular verbs. | | | |
| LA.7.6 | Identifies types of pronouns such as personal, interrogative, demonstrative, and indefinite | | | |
| LA.7.7 | Writes simple and compound sentences and avoids run-on sentences and nonfunctional fragments. | | | |
| LA.7.8 | Combines sentences using coordination (i.e., compound sentences) | | | |
| LA.7.9 | Applies standard rules of capitalization. | | | |
| LA.7.10 | Applies standard rules of punctuation. | | | |
| LA.7.11 | Spells frequently used words and applies common spelling rules. | | | |

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| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.12 | Applies standards of American English to:<br>-subject-verb agreement<br>-cases of personal pronouns<br>-pronoun/antecedent agreement<br>-principal parts of verbs<br>-comparisons of adjectives and adverbs | | | |

## *Listening*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.13 | Expands listening vocabulary. | | | |
| LA.7.14 | Follows oral directions and asks questions for clarification. | | | |
| LA.7.15 | Listens and responds to various forms of literature such as prose, poetry, and drama. | | | |
| LA.7.16 | Demonstrates an awareness of and appreciation for the richness and diversity of language. | | | |
| LA.7.17 | Determines the denotative and connotative meanings of words. | | | |
| LA.7.18 | Records, summarizes, organizes, interprets, compares, and contrasts information presented orally. | | | |
| LA.7.19 | Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals). | | | |
| LA.7.20 | Interprets literal, inferential, and critical questions. | | | |

## *Literature*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.21 | Recognizes various literary forms (short stories, novels, epics, poems, dramas, essays, and myths). | | | |
| LA.7.22 | Interprets literal, inferential, and critical questions about literature. | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.23 | Interprets literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view | | | |
| LA.7.24 | Interprets elements of poetry such as rhyme, rhythm, stanza, personification, simile, metaphor, and alliteration | | | |
| LA.7.25 | Experiences traditional and contemporary literature through a variety of media | | | |
| LA.7.26 | Explains differences between fiction and nonfiction | | | |
| LA.7.27 | Describes cultures and values represented in literature | | | |
| LA.7.28 | Describes the influences of human experiences on literary works | | | |
| LA.7.29 | Responds creatively to literature (e.g., drama, art, and multi-media projects) | | | |
| LA.7.30 | Identifies and chooses literature according to personal interests | | | |
| *Reading* | | | | |
| LA.7.31 | Reads a variety of materials for information and pleasure | | | |
| LA.7.32 | Expands reading vocabulary | | | |
| LA.7.33 | Applies word recognition strategies (e.g., affixes, roots, compound words) to acquire new vocabulary | | | |
| LA.7.34 | Uses context clues to determine meanings of unknown words | | | |
| LA.7.35 | Interprets literal and nonliteral meanings of words and phrases | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.36 | Recognizes semantic and syntactic relationships. | | | |
| LA.7.37 | Adjusts reading speed according to purpose and rereads for comprehension. | | | |
| LA.7.38 | Interprets written instructions. | | | |
| LA.7.39 | Recognizes explicit and implied main ideas, details, sequence of events, and cause-effect relationships. | | | |
| LA.7.40 | Makes comparisons, predictions, and generalizations and draws conclusions. | | | |
| LA.7.41 | Recognizes relevance of data. | | | |
| LA.7.42 | Recognizes persuasion techniques, propaganda, bias, and stereotyping. | | | |
| LA.7.43 | Applies reading strategies to specific content and subject matter. | | | |
| LA.7.44 | Explains difference between fact and opinion. | | | |
| LA.7.45 | Explains difference between fiction and nonfiction. | | | |

## *Reference and Study Skills*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.46 | Paraphrases and summarizes information without plagiarizing. | | | |
| LA.7.47 | Locates and uses information in card catalogs, periodical indexes, microforms, and multi-media electronic technologies. | | | |
| LA.7.48 | Gathers information by interviewing. | | | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.49 | Uses a research process that includes selecting a topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, summarizing, and presenting. | | | |
| LA.7.50 | Selects relevant information about a subject from various sources. | | | |
| LA.7.51 | Selects main ideas and supporting details from multiple sources and creates an outline. | | | |
| LA.7.52 | Documents sources with reference citations. | | | |
| LA.7.53 | Organizes retrieved information using strategies such as note-taking, graphic organizers, SQ3R (Survey, Question, Read, Rview, Report), and outlining. | | | |
| LA.7.54 | Develops strategies for taking tests in different formats (e.g., multiple choice, sentence completion, or essay). | | | |
| LA.7.55 | Uses the media center as a source of information and pleasure. | | | |
| ***Speaking*** | | | | |
| LA.7.56 | Expands speaking vocabulary. | | | |
| LA.7.57 | Communicates effectively through oral expression. | | | |
| LA.7.58 | Adjusts manner and style of speaking to suit audience and situation. | | | |
| LA.7.59 | Demonstrates a sense of audience in preparing and delivering oral presentations. | | | |
| LA.7.60 | Makes presentations from prepared materials. | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **LA.7.61** | Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and storytelling | | | |
| **LA.7.62** | Recognizes importance of nonverbal cues such as body language, facial expressions, and gestures and uses them effectively | | | |
| **LA.7.63** | Uses standards of American English in appropriate settings | | | |
| ***Writing*** | | | | |
| **LA.7.64** | Uses a writing process that includes prewriting, drafting, revising, editing (can include peer editing), proofreading, and publishing | | | |
| **LA.7.65** | Writes paragraphs that include a unifying idea and supporting details (may include topic sentence and clincher sentence) | | | |
| **LA.7.66** | Uses transitions within and between paragraphs | | | |
| **LA.7.67** | Produces paragraphs and compositions for a variety of purposes (exposition, description, narration, and persuasion) | | | |
| **LA.7.68** | Expands writing vocabulary | | | |
| **LA.7.69** | Writes with organization, style, and sense of audience | | | |
| **LA.7.70** | Produces various types of writing (personal, business, academic, and vocational) | | | |
| **LA.7.71** | Uses descriptive words and phrases | | | |
| **LA.7.72** | Uses dialogue in writing | | | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.7.73 | Applies grammatical and mechanical conventions to writing | | | |
| LA.7.74 | Correctly spells frequently used words and commonly misused words (e.g., your, you're) | | | |
| LA.7.75 | Writes legibly | | | |
| LA.7.76 | Uses available electronic communications and technology in writing | | | |

*Georgia's Quality Core Curriculum*

# Mathematics
# Grade 7

# Introduction to Mathematics
# Quality Core Curriculum
## 6-8

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers,* will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics and with other disciplines. The common strands - Problem Solving, Computation & Estimation, Number & Number Relationships, Number Systems & Number Theory, Geometry, Measurement, Statistics, Probability, Patterns & Functions, and Algebra - are integrated throughout the curriculum to provide cohesion and continuity and to ensure smooth transitions throughout the K-12 curriculum.

The content standards in the Mathematics 6-8 QCC are categorized by these strands. Some content strands relate to all strands, and are listed first at each grade level. Then, for convenience, the strands are listed alphabetically with their corresponding content standards.

The Mathematics QCC is designed to support teachers as they instructionally maximize each student's mathematical experiences. Teachers are urged to provide opportunities for upward movement through the curriculum, so that students are not restricted to their current grade level. Knowledge acquisition requires a transition from concrete, through pictorial, to abstract for all students at all levels and ages. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes.

Incorporating technology into instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning process. Scientific calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

Communication is a vital link in the QCC. Thinking, speaking, writing, and applying mathematics are invaluable assets. Teaching students these skills can be facilitated through questioning, discussions, reports, projects, journals, oral presentations, experiments, summarizing collected data, and hypothesizing. Collectively, these experiences help students make transitions from informal, intuitive ideas to more abstract and symbolic mathematical language. Reading, writing, and discussing mathematics promote clarity of thought and facilitate deeper understanding of concepts and ideas. Students will improve and gain confidence in their own abilities to explain, defend, and make conjectures.

The middle school curriculum has been reviewed and revised to ensure that students completing the eighth grade will have had the content necessary for success in Algebra I. The content of the high school prealgebra course is now incorporated throughout the middle school curriculum, with major emphasis in the eighth grade.

The Mathematics QCC Revision Team has carefully considered and incorporated the curriculum standards proposed by national and state initiatives, as well as revision evaluation suggestions made by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

# Georgia Quality Core Curriculum

## Mathematics: Grade 7

***All Strands: Problem Solving; Algebra; Computation & Estimation; Geometry; Measurement; Number & Number Relationships; Number Systems & Number Theory; Patterns & Functions; Probability; Statistics***

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.1 | Solves problems, reasons, and estimates throughout mathematics.<br>- Selects and uses problem-solving strategies such as reading the problem, drawing a picture or diagram, using trial and error, making a table or chart, looking for patterns, making a simpler problem and then generalizing, working backwards, etc.<br>- Selects and uses appropriate tools (such as mental computation, calculators, manipulative materials, paper and pencil, computer) in solving problems.<br>- Uses appropriate estimation strategies (such as front-end, breaking numbers apart, compatible numbers, guess and check, clustering, rounding, compensation) to check the reasonableness of results.<br>- Solves nonroutine problems for which the answer is not obvious.<br>- Relates concepts and skills to practical applications. | Problem Solving Strategies,<br>Reasoning,<br>Estimation Strategies,<br>Mental Computation | Appropriate Methods and Tools<br>Applications | |
| M.7.2 | Describes orally and in writting, using the appropriate mathematical vocabulary, mathematical concepts and procedures, such as solving a word problem or computing. | Communication,<br>Reasoning | Vocabulary | |
| M.7.3 | Uses scientific calculator and computer skills to solve problems, to discover patterns and sequences, to investigate situations and draw conclusions. | Technology,<br>Calculator Skills,<br>Computer Skills,<br>Problem Solving,<br>Reasoning | Pattern,<br>Sequence | |
| M.7.4 | Uses computer software and applications to research, investigate, and analyze data and to represent this information using charts, tables, graphs, or other presentation forms. | Technology,<br>Computer Skills,<br>Charts,<br>Tables,<br>Graphs | Research,<br>Investigation,<br>Data Analysis | |

### *Algebra*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.5 | Identifies the use of a variable as a placeholder in an algebraic expression or equation. | Expressions,<br>Equations,<br>Inequalities | Variable | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.6 | Evaluates algebraic expressions (e.g., Given 3a + 4. If a = 2, then 3(2) + 4 = 10). | Expressions | Variable | |
| M.7.7 | Writes and solves one-step algebraic equations and inequalities using addition, subtraction, multiplication, and division (e.g., a + 11 = 15; b - 2 = 21; m/2 = 15; 5x = 40). | Equations, Inequalities | Variable | |
| M.7.8 | *Graphs inequalities on a number line.* | Inequalities, Graphing | Variable Number Line | |

## Algebra; Computation & Estimation

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.9 | Uses order of operations to simplify numerical expressions that involve addition, subtraction, multiplication, and division, with and without parenthesis. | Expressions | Order of Operations | |
| M.7.10 | Solves for the missing term in a proportion. | Proportion | Variable | |

## Algebra; Number & Number Relationships

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.11 | Translates English phrases and sentences into mathematical expressions, equations, and inequalities. | Expressions, Equations | Variable,<br>Symbol,<br>Equality,<br>Inequality | |

## Algebra; Patterns & Functions

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.12 | Determines how changes in one variable can affect another variable (e.g., Given b = 2a. If a = 2, then b = 4. If a = 3, then b = 6). | Variables | Dependent,<br>Independent | |

## Algebra; Problem Solving

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.13 | Writes and solves an equation for a given word problem. | Problem Solving, Equations | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Computation & Estimation*** | | | | |
| M.7.14 | Uses addition, subtraction, multiplication, and division (interpreting remainders in context of problem) in computation and problem solving with whole numbers, fractions, and decimals. | Whole Numbers,<br>Fractions,<br>Decimals,<br>Computation,<br>Problem Solving | Appropriate Use of Methods and Tools | |
| M.7.15 | Computes with integers using models, manipulatives, and/or rules. | Integers | Basic Operations | |
| M.7.16 | Performs computations mentally using strategies such as multiples of tens, powers of ten, compensation, breaking apart numbers, or compatible numbers. | Mental Computation Strategies | Multiples,<br>Powers,<br>Compensation,<br>Compatible Numbers | |
| ***Geometry*** | | | | |
| M.7.17 | Classifies angles as acute, right, obtuse, or straight; and names angles using points, numbers, and letters. | Angles | Acute,<br>Right,<br>Obtuse,<br>Straight | |
| M.7.18 | Classifies quadrilaterals and triangles based on their properties. | Quadrilaterals,<br>Triangles | Classifying | |
| M.7.19 | Contrasts and classifies plane and solid geometric figures (polygons, cones, cylinders, prisms, pyramids). | Geometric Figures | Solid Figure,<br>Plane Figure,<br>Classifying | |
| M.7.20 | Compares and contrasts geometric figures with respect to congruency and similarity (scaling, dilations). | Geometric Figures | Similarity,<br>Congruence | |
| M.7.21 | Analyzes effects of basic transformations on geometric shapes. | Transformations | Rotation,<br>Reflection,<br>Translation | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **Geometry; Algebra** | | | | |
| M.7.22 | Identifies and graphs an ordered pair of integers on a four-quadrant coordinate plane | Graphing,<br>Integers | Ordered Pair,<br>Coordinate Plane | |
| **Geometry; Measurement** | | | | |
| M.7.23 | Finds volume and surface area of prisms and cylinders. | Prisms, Cylinders | Volume,<br>Surface Area | |
| M.7.24 | Finds the perimeter (or circumference) and area of polygons and circles, and the volume and surface area of geometric solids, using formulas. (Uses student development of formulas when possible.) | Circles, Polygons, Geometric Solids, Formulas | Area,<br>Perimeter,<br>Volume,<br>Surface Area,<br>Circumference | |
| **Measurement** | | | | |
| M.7.25 | Selects and uses appropriate customary and metric units of measure for length (including perimeter and circumference), area, volume, capacity, weight/mass, time, temperature, and angle measure. | Customary Units,<br>Metric Units | Length,<br>Perimeter,<br>Circumference,<br>Area,<br>Volume/Capacity,<br>Weight/Mass,<br>Time,<br>Temperature,<br>Angle Measure | |
| M.7.26 | Measures angles using a protractor. | Angle Measurement | Degree,<br>Protractor | |
| M.7.27 | Converts from one metric unit to another metric unit and from one customary unit to another customary unit (length, capacity, weight/mass, time, and money). | Customary Units,<br>Metric Units,<br>Conversion within System | Length,<br>Capacity,<br>Weight/Mass,<br>Time,<br>Money | |

# *Georgia Quality Core Curriculum*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Number & Number Relationships*** | | | | |
| M.7.28 | Identifies place value for whole numbers (trillions) and decimals (millionths). | Whole Numbers,<br>Decimals | Place Value | |
| M.7.29 | Writes numerals in expanded and standard notation interchangeably. | Expanded Notation,<br>Standard Notation | Place Value,<br>Equivalent Representations | |
| M.7.30 | Compares and orders whole numbers, integers, fractions, decimals, and percents. | Fractions,<br>Decimals,<br>Integers,<br>Percent | Ordering | |
| M.7.31 | Uses fractions, decimals, and percents interchangeably (e.g., 1/4, .25, 25%) and recognizes equivalent representations. | Fractions,<br>Decimals,<br>Percents | Equivalent Representations | |
| ***Number Systems & Number Theory; Computation & Estimation*** | | | | |
| M.7.32 | Applies properties of addition and multiplication to facilitate computation, particularly mental computation. | Computation,<br>Mental Computation,<br>Properties of Real Numbers | Associative,<br>Commutative,<br>Distributive,<br>Identity,<br>Inverse,<br>Properties of Zero and One | |
| ***Number Systems & Number Theory; Algebra*** | | | | |
| M.7.33 | Identifies factors, multiples, primes, and composites. | Number Theory | Factor,<br>Multiple,<br>Prime,<br>Composite | |
| M.7.34 | Writes a given positive integer as the product of a unique set of prime factors (prime factorization). | Positive Integers | Factor Tree,<br>Prime Factor,<br>Prime Factorization | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.35 | Identifies greatest common factor and least common multiple. | Positive Integers | GCF,<br>LCM | |
| M.7.36 | Uses divisibility rules for 2, 3, 5, 6, 9, and 10. | Divisibility | Factor,<br>Multiple,<br>Prime,<br>Composite | |
| M.7.37 | Identifies subsets of the real numbers and determines all subsets of which a given number is an element (e.g., 9 is a whole number, a natural number, and an integer). | Real Numbers | Subsets of Real Numbers:<br>Natural, Whole, Integer, Rational,<br>Irrational | |

### Probability

| | | | | |
|---|---|---|---|---|
| M.7.38 | Identifies possible outcomes of simple experiments and predicts or describes the probability of a given event expressed as a rational number from 0 through 1. | Simple Probability | Prediction,<br>Outcome,<br>Event | |
| M.7.39 | Conducts and interprets a compound probability experiment. | Compound Probability | Interpretation,<br>Experiment | |

### Problem Solving

| | | | | |
|---|---|---|---|---|
| M.7.40 | Selects and uses appropriate problem-solving strategies to solve single- and multiple-step problems. | Problem Solving Strategies | | |
| M.7.41 | Uses proportion to solve problems involving constant rate. | Proportion | Constant Rate | |
| M.7.42 | Solves practical problems using percents (e.g., sales tax, sale price and commission, discounts). | Percent | Commission,<br>Discount,<br>Sales Tax,<br>Sales Price | |

## Statistics

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.7.43 | Collects, organizes data, determines appropriate method and scale to display data, and constructs frequency distributions, bar graphs, line graphs, circle graphs, tables, and charts. | Charts,<br>Tables,<br>Graphs,<br>Distributions | Data Collection,<br>Data Organization,<br>Data Display,<br>Scale | |
| M.7.44 | Uses mean, median, and mode to describe central tendencies of a data set, and uses range to describe spread of the data. | Measures of Central Tendency and Spread | Mean,<br>Median,<br>Mode,<br>Range | |
| M.7.45 | Reads and interprets data in frequency distributions, diagrams, charts, tables, and graphs, and makes predictions or conclusions based on this data. | Charts,<br>Tables,<br>Graphs,<br>Diagrams,<br>Distributions | Data Interpretation,<br>Data Display,<br>Prediction,<br>Conclusion | |

*Georgia's Quality Core Curriculum*

# Science
# Grade 7

410

411

# Introduction to Science
# Quality Core Curriculum
# K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

## Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

## Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

## Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.

- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.

- Uses indices, tables of contents, and online searches to locate information related to science concepts.

## Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

## Tools

Uses appropriate tools to collect and analyze data and solve problems.

## Basic Process Skills

**Observation** includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

**Classification** includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

**Communication** includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

**Measurement** includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

**Prediction** includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

**Inference** includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

## Higher Level Process Skills

**Identification of variables** includes finding the variables of a system and selecting those to be held constant.

**Manipulation of variables** includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

**Interpretation of data** includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

**Operational definition** includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

**Formulation of models** includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

**Experimentation** includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

**Construction of hypotheses** includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to established.

**Drawing conclusions** includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

# Science (6-12): Grade 7

## Life Science

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.7.1** | Uses process skills of observing, classifying, communicating, measuring, predicting, inferring, identifying, and manipulating variables. Also uses recording, analyzing, and operationally defining, formulating models, experimenting, constructing hypotheses and drawing conclusions. | Scientific Inquiry Process | Investigation involves carefully collected, relevant evidence, logical reasoning, and some imagination when developing hypotheses and explanations. | |
| **S.7.2** | Understands and applies laboratory safety rules and practices. | Safety Skills | Scientific investigations require safety precautions for the scientist and others. | Assessment Recommendations<br>Demonstrates in the lab appropriate safety procedures, i.e., NSTA Standards. |
| **S.7.3** | Defines and identifies standards of measurement.<br>3.1 Names the prefixes used in the SI system.<br>3.2 Identifies SI units and symbols for length, volume, mass, density, time, and temperature.<br>3.3 Converts measurements among related SI units.<br>3.4 Uses appropriate tools for determining mass volume, temperature, density, and length. | Standard International (SI) Measurements (Metric System) | Scientists in different parts of the world often repeat an experiment many times before accepting a consistent result as a rule. Consequently, a universal system of measurement is necessary. | Assessment Recommendations<br>Selects and uses in the lab appropriate tools for the measurement of mass, volume, temperature, and density. |
| **S.7.4** | Selects and uses multiple types of print and nonprint sources for information on science concepts. | Reference Skills | Scientific investigation requires the use of proper techniques in order to gather information. | |
| **S.7.5** | Identifies the role elements, atoms, and molecules play in cell development and functions. | Living Things/Cells | There is a relationship among atoms, elements, and molecules within cells. | |
| **S.7.6** | Identifies the cell as a basic unit of life.<br>6.1 Describes the structure and functions of major components and organelles to include nucleus, nuclear membranes, cytoplasm, cell membrane, chromosomes, vacuoles, golgi bodies, lysosomes, endoplasmic reticulum (rough and smooth) and mitochondria.<br>6.2 Compares and contrasts the major structures and functions of typical plant and animal cells.<br>6.3 Discusses and illustrates the organization of cells into tissues, organs, and systems.<br>6.4 Describes and discusses the movement of materials into and out of the cell for the maintenance of homeostasis.<br>6.5 Describes the process of mitosis and meiosis.<br>6.6 Outlines the events that occur in meiosis and mitosis. | Living Things/Cells | All organisms are composed of cells - the fundamental unit of life. Cells carry on the many functions needed to sustain life. | Assessment Recommendations<br>Makes posters that illustrate each content standard. Examines and identifies plant and animal cells under a microscope.<br>Makes a model of a cell and its organelles.<br>Using pictures, diagrams, and models, distinguishes between animal and plant. |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| S.7.7 | Identifies organs and their functions in these systems: circulatory, respiratory, reproductive, skeletal, digestive, nervous, endocrine lymphatic, and skin.<br>7.1 Explains and describes the features and functions of the various organ systems.<br>7.2 Describes and investigates body functions and make inferences regarding these functions, e.g., heartbeat, sensory perception, lung volume, and reaction time.<br>7.3 Discusses and illustrates the organization of cells into tissues, organs, and systems.<br>7.4 Classifies groups of cells as tissues, organs, or systems using observation and/or description. | Living Things/Human Body | The human body is composed of cells that form different body tissues, organs, and systems. Various tissues and organs serve the needs of cells. | Assessment Recommendations:<br>Identifies and labels organs of each human body system.<br>Identifies and labels the parts of each human body system.<br>Identifies and labels major bones and muscles of a human skeleton. |
| S.7.8 | Defines infectious diseases and how they affect the immune system.<br>8.1 Describes the body's lines of defense against infectious diseases. | Living Things/Human Body | Viruses, bacteria, fungi and parasites may infect the human body and interfere with normal body functions. | Assessment Recommendations:<br>Develops models to illustrate the body's lines of defense against infectious diseases.<br>Researches the importance of the human immune system. |
| S.7.9 | Examines how health care technology has improved the quality of life, (e.g., computerized tomography (C.T.), artificial organs, bionics, Magnetic Resonance Imaging (MRI), and ultrasound). (STS)<br>9.1 Examines how improvements in health care practices have decreased infectious diseases (i.e. sanitation, milk pasteurization, aseptic surgical techniques, etc. (STS) | Living Things/Human Body | Advancements in healthcare technology and practices have provided us with technological devices and medical discoveries that continue to improve the overall quality of life. | Assessment Recommendations:<br>Writes reports on health care technological advances. |
| S.7.10 | Describes the structure of a chromosome, DNA replication, and how genes interact to determine the traits of an organism. | Living Things/Genetics | Chromosomes contain genes that determine the traits of an organism. | Assessment Recommendations:<br>Makes DNA puzzle models to illustrate how DNA strands interact. |
| S.7.11 | Explains how principles of heredity apply to inherited traits.<br>11.1 Identifies dominant and recessive traits (genotype and phenotype).<br>11.2 Predicts the results of genetic crosses using a Punnet Square.<br>11.3 Describes how human traits are determined, (e.g., blood types, inherited diseases, sex-linked traits, and nondisjunction).<br>11.4 Describes common genetic disorders and how they can be inherited. | Living Things/ Genetics | Principles of heredity explain how traits are passed from one generation to the next. In some kinds of organisms, all the genes come from a single parent. In organisms that have sexes, half of the genes come from each parent. | Assessment Recommendations:<br>Uses Punnett Squares to demonstrate genetic crosses (monohybrid and dihybrid crosses). Determines blood types, sex-linked traits, and inherited diseases. |
| S.7.12 | Describes various advances within the fields of agriculture, animal husbandry and medicine due to Applied Genetics (STS). | Living Things/ Genetics | Applied Genetics has contributed much to the advancement of agriculture, animal husbandry and medicine. New varieties of cultivated plants and domestic animals have resulted from selective breeding for particular traits. | Assessment Recommendations:<br>Researches and reports on genetic contributions within the fields of agriculture, animal husbandry and medicine. |

424

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425

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.7.13** | Explains the method scientists use to classify living things for the purpose of communication and study.<br>13.1 Explains how living organisms can be classified according to similarities in structure, behavior, food needs and chemical make up into kingdoms, phyla, classes, orders, families, genera, and species. | Living Things/ Classification | Scientists classify living things into kingdoms, phyla, classes, orders, families, genera, and species according to certain similarities. | Assessment Recommendations:<br>Makes posters showing the classification levels and how they interrelate.<br>Uses lab activities to develop dichotomous keys to classify objects according to similarities. |
| **S.7.14** | Describes the major characteristics of the five kingdoms (Monerans, Protists, Fungi, Plants, and Animals).<br>146.1 Classifies common organisms into kingdoms based on similarities of characteristics. | Living Things/ Classification | Living organisms are classified into major kingdoms based on the organism's particular characteristics. | Assessment Recommendations:<br>Sorts and classifies organisms into kingdoms given key characteristics eg., using flash cards. |
| **S.7.15** | Identifies the characteristics and structure of Monerans, Protists and Fungi.<br>15.1 Lists harmful and beneficial effects of the organisms in these three kingdoms. | Living Things/Monerans, Protists, and Fungi | Monerans are unicellular prokaryotic organisms that have significant harmful and helpful effects on many other organisms and ecological systems. The Kingdom Protista is a diverse group of organisms that have characteristics of both plants and animals and that have tremendous importance to the ecological system of the world. Fungi are plant-like heterotrophs lacking chloroplasts. They are major decomposers in ecosystems and have various functions. | Assessment Recommendations:<br>Reports on harmful and beneficial effects of these organisms.<br>Classifies specimens as Monerans, Protists, or Fungi. |
| **S.7.16** | Identifies the characteristics and structure of nonvascular, plants, (e.g., mosses, liverworts, and hornworts).<br>16.1 Identifies the characteristics and structure of vascular plants, e.g., ferns and seed plants (gymnosperm vs. anglosperms). | Living Things/ Plants | The Plant kingdom can be divided into two distinct groups-vascular and nonvascular-based on characteristics and structure. | Assessment Recommendations:<br>Makes posters that compare and contrast vascular and nonvascular plants.<br>Identifies vascular and nonvascular plants using live specimens and prepared slides.<br>Compares and contrasts vascular plants using observation and/or description. |

427

426

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| S.7.17 | Describes and compares various life processes of plants: asexual and sexual reproduction, photosynthesis, cellular respiration, growth and response to environmental stimuli. | Living Things/ Plants | Plants, like all organisms, must be able to obtain and use resources, grow, reproduce and maintain a relatively stable internal environment while living in a constantly changing external environment. | Assessment Recommendations: Designs investigations related to the late processes of plants (e.g., rate of photosynthesis, tropisms, rate of plant growth, and geotropisms). |
| S.7.18 | Describes the characteristics of invertebrate animals, e.g., poriferans, coelenterates, segmented worms, mollusks, echinoderms, and arthropods.<br>18.1 Sorts and classifies invertebrates into groups according to life conditions, methods of obtaining food, methods of reproduction, and behavior.<br>18.2 Describes the characteristics of vertebrates within the Chordata phylum to include jawless fishes, cartilaginous fishes, bony fishes amphibians, reptiles, birds, and mammals.<br>18.3 Sorts members of the Chordata phylum into classes by observation of characteristics, (e.g., life conditions, methods of obtaining food, methods of reproduction, and behavior). | Living Things/Animals | The Animal kingdom is divided into two distinct groups - vertebrates and nonvertebrates - based on characteristics and structure. | Assessment Recommendations: Makes posters that compare and contrast vertebrates and invertebrates. Identifies key structures of vertebrates through dissection. |
| S.7.19 | Explains the food web/food chain cycles in nature that affect living things. | Ecology/Interdependence of Life | All species ultimately depend on one another; interactions between types of organisms include producer/consumer, predator/prey, parasite/host, and relationships that can be mutually beneficial or competitive. | Assessment Recommendations: Makes posters showing food chain/food web of various ecosystems. |
| S.7.20 | Describes the characteristics of major biomes.<br>20.1 Describes the location of major biomes.<br>20.2 Describes the climate and other abiotic factors of major biomes.<br>20.3 Describes the organisms found within biomes. | Ecology/Interdependence of Life | The world can be divided into distinct biomes which have particular living and nonliving components. | Assessment Recommendations: Uses world maps to locate major biomes on the Earth. |
| S.7.21 | Describes the ability of organisms to change as necessity for species survival.<br>21.1 Defines and gives examples of adaptation for survival of the species. | Ecology/Interdependence of Life | Organisms with certain traits are more likely than others to survive and have offspring. Changing environmental conditions can affect the survival of entire species. | Assessment Recommendations: Researches and reports how adaptations are important for the survival of the species. |

428

429

## Georgia's Quality Core Curriculum

# Social Studies
# Grade 7

# Introduction to Social Studies
# Quality Core Curriculum
# K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

-refining content standards to clarify content and skills
-correlating content standards to appropriate core values
-building on concepts introduced at earlier stages of instruction
-providing content standards that are clearly measurable
-identifying civic responsibility, information processing, and problem-solving skills
-restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

# Introduction to Social Studies
# Quality Core Curriculum
# Grades 6-8

In the revised 6-8 Social Studies curriculum, emphasis in the sixth and seventh grades is placed on the cultural and geographic study of selected regions. In the eighth grade, students will study the geography and history of Georgia within the broader context of *United States History.*

Suggested regions for sixth grade study are the Americas, Europe, and Oceania. Suggested regions for seventh grade study are Asia, Africa, and the Middle East. However, each school system has the flexibility to sequence these cultural regions to reflect its unique curriculum, goals, and resources.

# Georgia Quality Core Curriculum

## Social Studies: Grade 6-7

### Geography and World Cultures

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| SS.6-7.1 | Defines and locates regions of the Americas, Europe, and Oceania climate zones and physical features on maps and globes | Geographic Environment | Physical Resources | Skills<br>Climatic zones<br>Physical features |
| SS.6-7.2 | Identifies various ethnic groups found in regions of the Americas, Europe and Oceania and their impact on the development of the selected regions | People | Ethnic Groups | Skills<br>Cultural/linguistic maps<br>Globe skills |
| SS.6-7.3 | Identifies and locates regions in the Americas, Europe and Oceania | Region | Location | Skills<br>Map projections<br>Grid systems<br>Atlases |
| SS.6-7.4 | Explains how natural resources and physical features influence human activity in the Americas, Europe, and Oceania | Geographic Environment | Human Interaction with the Environment | Skills<br>Economic activity maps<br>Meaning of color on maps |
| SS.6-7.5 | Defines scarcity and discusses examples in the Americas, Europe, and Oceania | Geographic Environment | Economics | Skills<br>Industrial/agricultural maps<br>Resource distribution maps |
| SS.6-7.6 | Describes how unequal distribution of limited resources leads to specialization and interdependence among peoples and nations | Geographic Environment | Human Interaction with the Environment | Skills<br>Trade route maps |
| SS.6-7.7 | Traces the migrations and settlements of various groups and explains their impact on the development of each region | Culture | History | Skills<br>Migratory route maps |
| SS.6-7.8 | Explains how people in all economic systems engage in certain basic economic activities<br>- producing<br>- exchanging<br>- consuming<br>- saving, and<br>- investing | Economic Systems | Economic Activity | Skills<br>Economic maps<br>Graphs/charts |

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| SS.6-7.9 | Traces the important historical developments of the selected regions of the Americas, Europe, and Oceania | History | Regions | Skills<br>Timelines<br>Graphs<br>Diagrams |
| SS.6-7.10 | Traces the important political developments of the Americas, Europe, and Oceania Identifies and explains the spatial divisions of these regions | History | Political Developments | Skills<br>Timelines<br>Graphs<br>Diagrams |
| SS.6-7.11 | Traces the important social and cultural developments of the Americas, Europe, and Oceania | History | Cultural Diversity | Skills<br>Timelines<br>Graphs<br>Diagrams |
| SS.6-7.12 | Traces the important economic developments of the Americas, Europe, and Oceania | History | Economics | Skills<br>Timelines<br>Graphs<br>Diagrams |
| SS.6-7.13 | Assesses the cultural expressions of art, music, and literature | Cultural Characteristics | Cultural Diversity | |
| SS.6-7.14 | Explains how the social institutions (religion, government, and economics) influence the attitudes and behavior of people | Cultural Characteristics | Social Insitutions | |
| SS.6-7.15 | Compares and contrasts political and economic systems using population data and other geography sources | Modern Period | Political Systems<br>Economic Systems | |
| SS.6-7.16 | Describes the ways in which a citizen participates in the various types of government in the countries of the Americas, Europe and Oceania | Modern Period | Citizen Participation | |
| SS.6-7.17 | Describes how major technological advancements have contributed to the standard of living of the Americas, Europe, and Oceania through the use of primary resources | Modern Period | Technological Advancement<br>Primary Resources | |
| SS.6-7.18 | Uses the map legend to interpret the special use of symbols representing various kinds of information, such as food, production, languages and population | Map and Globe Skills | Symbols and Legends | |
| SS.6-7.19 | Translates specific information from maps and globes into bar graphs and reads information from bar graphs | Map and Globe Skills | Interpretation | |

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# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| SS.6-7.20 | Contrasts physical and political maps of the Americas, Europe, and Oceania | Map and Globe Skills | Interpretation | |
| SS.6-7.21 | Makes generalizations about human activities in a geographic region using map information | Map and Globe Skills | Interpretation | |
| SS.6-7.22 | Compares map(s) and text descriptions of an area to draw inferences from them | Map and Globe Skills | Interpretation | |
| SS.6-7.23 | Measures and compares different travel routes (air, land and water) | Map and Globe Skills | Symbols and Legends | |
| SS.6-7.24 | Identifies and locates regions in Asia, the Middle East and Africa | Geographic Environment | Location | Skills<br>Map projections<br>Grid systems<br>Atlases |
| SS.6-7.25 | Locates the countries of Asia, the Middle East and Africa on a world map | Geographic Environment | Location | Skills<br>Locates by grid |
| SS.6-7.26 | Identifies and locates climatic zones and physical features on maps and identifies the physical processes that shape these features | Geographic Environment | Physical Features | Skills<br>Meaning of colors on maps |
| SS.6-7.27 | Explains how natural resources and physical features influence human activity in Asia, the Middle East, and Africa and how human actions then modify the physical environment | Geographic Environment | Human Environment Interaction | Skills<br>Economic activity maps |
| SS.6-7.28 | Identifies the changes that occur in the meaning, use, distribution, and importance of resources and defines scarcity and its impact | Geographic Environment | Economics<br>Resources<br>Distribution | Skills<br>Industrial/agricultural maps<br>Resource distribution maps |
| SS.6-7.29 | Describes how unequal distribution of limited resources leads to specialization and patterns of economic interdependence on Earth's surface | Geographic Environment | Economics<br>Unequal Distribution<br>Specialization | Skills<br>Trade route maps |
| SS.6-7.30 | Identifies various ethnic groups found in regions of Asia, the Middle East and Africa and describes impacts on the development of the selected regions by these groups (e.g., linguistic patterns and cultural contributions) | People | Ethnic Groups | Skills<br>Cultural/linguistic maps<br>Globe skills |
| SS.6-7.31 | Traces the migrations and settlement of various groups and how they impacted Asia, the Middle East, and Africa | Culture | History | Skills<br>Migratory route maps |

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# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **SS.6-7.32** | Explains how people in all economic systems engage in certain basic economic activities:<br>- producing<br>- exchanging<br>- consuming<br>- saving, and<br>- investing. | Economic Systems | Economic Activity | Skills:<br>Economic maps<br>Graphs/charts |
| **SS.6-7.33** | Traces the important historical developments of the regions of Asia, the Middle East and Africa and how geographic factors have influenced events and conditions in the past. | History | Historical Development | Skills:<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.34** | Traces the important political developments of Asia, the Middle East, and Africa and shows how cooperation and conflict contribute to these developments. | History | Political Development | Skills:<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.35** | Traces the important social and cultural developments of Asia, the Middle East, and Africa. | History | Social and Cultural Diversity | Skills:<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.36** | Traces the important economic developments of Asia, the Middle East, and Africa. | History | Economics | Skills:<br>Timelines<br>Graphs<br>Diagrams |
| **SS.6-7.37** | Assesses the cultural expressions of art, music, and literature. | Cultural Characteristics | Cultural Expressions | |
| **SS.6-7.38** | Explains how the social institutions (government, religion and economics) influence the attitudes and behavior of people. | Cultural Characteristics | Social Institutions | |
| **SS.6-7.39** | Identifies the political and economic structures that have evolved to deal with basic issues in Asia, the Middle East and Africa. | Modern Period | Political Structures | |
| **SS.6-7.40** | Describes the ways in which a citizen participates in the various types of government in the countries of Asia, the Middle East and Africa. | Modern Period | Types of Government | |
| **SS.6-7.41** | Describes how major technological advancements have contributed to the standard of living of each region and how this affects access to, and use of, resources. | Modern Period | Technological Advancements | |

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| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| SS.6-7.42 | Identifies the three basic questions asked by any society regarding production from natural and human resources<br>- What will be produced?<br>- How will it be produced?<br>- For whom will it be produced? | Modern Period | Society<br>Production<br>Resources | |
| SS.6-7.43 | Uses the map legend to interpret the special use of symbols representing various kinds of information, such as food, production, languages and population | Map and Globe Skills | Symbols and Legends | |
| SS.6-7.44 | Develops graphs, charts, diagrams, timelines, and maps to interpret and present geographic information | Map and Globe Skills | Interpretation | |
| SS.6-7.45 | Contrasts physical and political maps of the same areas | Map and Globe Skills | Interpretation | |
| SS.6-7.46 | Makes generalizations about human activities in a geographic region using map information | Map and Globe Skills | Human Activity | |
| SS.6-7.47 | Compares map(s) and text descriptions of an area to draw inferences from them | Map and Globe Skills | Inferences | |
| SS.6-7.48 | Measures and compares different travel routes (air, land and water) | Map and Globe Skills | Travel Routes | |

Georgia's Quality Core Curriculum

# Health & Physical Education Grade 7

# Introduction to Health and Physical Education
# Quality Core Curriculum
## K-12

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

# Georgia Quality Core Curriculum

## Health: Grade 7

### Alcohol, Tobacco & Other Drugs

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.7.1 | Analyzes the effects of alcohol, tobacco products, and other drugs on the immune, nervous, and reproductive systems | Effects | | |
| H.7.2 | Evaluates the harmful consequences of anabolic steroid use | Consequences | | |
| H.7.3 | Analyzes alcohol, tobacco products, and other drug advertisements and promotional products and develops counterarguments | Persuasion | | |
| H.7.4 | Names information, treatment, and rehabilitation resources available in the community | Resources | | |

### Disease Prevention

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.7.5 | Recognizes that STDs, including HIV/AIDS, are communicable diseases | HIV/AIDS | | |
| H.7.6 | Recognizes that HIV/AIDS is caused by a virus and is currently incurable and fatal | HIV/AIDS | | |
| H.7.7 | Identifies HIV/AIDS as a sexually transmitted disease and explains the ways HIV is transmitted | HIV/AIDS | | |
| H.7.8 | Describes the effects of the AIDS virus on the immune system | HIV/AIDS | | |
| H.7.9 | Recognizes abstaining from sexual activity and refraining from intravenous drug use as the most effective methods of preventing HIV/AIDS | Abstinence | | |
| H.7.10 | Recognizes abstinence from sexual activity as the most effective method of preventing pregnancy and sexually transmitted diseases | Abstinence | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.7.11 | Identifies methods of preventing pregnancy and sexually transmitted diseases and discusses whether or not they are effective. | Pregnancy/STD Prevention | | |
| H.7.12 | Identifies the benefits of setting personal goals for maintaining a healthy body | Goal Setting | | |

## Family Living

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.7.13 | Identifies factors that promote a positive self-image (e.g., accepting responsibility, respect for self, authority and others, self-discipline, self-control, and the right to be assertive) | Self Concept | | |
| H.7.14 | Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, peer) | Persuasion | | |
| H.7.15 | Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying "no," negotiation, and using refusal and decision-making skills) | Refusal Skills | | |
| H.7.16 | Identifies characteristics of genuine friendship that enhance the good of the individual | Relationships | | |
| H.7.17 | Identifies roles and responsibilities of children in the family | Roles | | |
| H.7.18 | Identifies parental roles and responsibilities | Roles | | |
| H.7.19 | Analyzes changes in the prospective parents' lifestyles and responsibilities before and after the birth of their baby | Parental Responsibilities | | |
| H.7.20 | Recognizes that having children is best undertaken in marriage | Decision Making | | |

## Growth and Development

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.7.21 | Lists the parts of the male and female reproductive systems and describes their functions | Reproductive System | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Mental Health*** | | | | |
| H.7.22 | Discusses strategies to manage stress and feelings caused by disappointment, separation, and loss. | Stress Management | | |
| H.7.23 | Discusses prejudices, its roots, and its effects. | Prejudice | | |
| H.7.24 | Describes necessary elements of conflict resolution (e.g., nature of conflict, feelings, active listening, "I" messages, and restating), and shows effective communication skills, in general. | Conflict Resolution | | |
| ***Nutrition*** | | | | |
| H.7.25 | Investigates the nutritional value of various fast foods. | Fast Foods | | |
| H.7.26 | Compares the effects of various cooking and food preparation methods on the nutritive value of foods. | Food Preparation | | |
| H.7.27 | Identifies various local, state, and national health resources that promote acceptable nutritional practices (e.g., American Heart Association, American Cancer Society, National Dairy Council, Local Cooperative Extension, National Institutes of Health, American Dietetic Association, etc.). | Resources | | |
| ***Personal Health*** | | | | |
| H.7.28 | Develops strategies and skills for maintaining an adequate level of personal grooming and hygiene, emphasizing changes during adolescence. | Hygiene | | |
| ***Safety*** | | | | |
| H.7.29 | Examines factors contributing to accidents (e.g., carelessness, fatigue, emotions, and drugs). | Accident Prevention | | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **H.7.30** | Identifies and explains the causes of choking and the appropriate strategies for prevention and treatment | First Aid | | |
| **H.7.31** | Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect and emotional abuse) | Violence Prevention | | |
| **H.7.32** | Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, counselor) | Resources | | |

## Physical Education: Grade 7

### *Middle School*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **PE.7.1** | Participates in fitness assessment (e.g., Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness | Physical Fitness | Health-Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br><br>Assessment Recommendations<br>Fitness Gram |
| **PE.7.2** | Uses fitness assessment results to develop a goal statement and plan for improving and maintaining flexibility | Physical Fitness | Health-Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br><br>Assessment Recommendations<br>Student portfolio including goal statement, plan, progress chart, and activities |
| **PE.7.3** | Implements a personal fitness plan that applies basic training principles | Physical Fitness | Health-Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br><br>Assessment Recommendations<br>Student portfolio |
| **PE.7.4** | Describes the difference between health- and skill-related fitness | Physical Fitness | Health-Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br><br>Assessment Recommendations<br>Written test, teacher observation, and peer observation |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **PE.7.5** | Engages in physical activity at the target heart rate for a minimum of 20 minutes | Physical Fitness | Health-Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations<br>Student journal and log, teacher observation |
| **PE.7.6** | Demonstrates and applies advanced movement skills, rules and strategies in a variety of settings (lifetime activities, sports and track and field) | Movement Concepts | Advanced Movement | Skills<br>Using sports skills and playing games (modified)<br>Assessment Recommendations<br>Teacher observation, portfolio development (including rules, strategies, assessments, practice and conditioning, documentation of participation in school settings, and outside of school) |
| **PE.7.7** | Performs complex educational gymnastics and dance sequences that combine advanced movement concepts and skills | Movement Competencies | Complex Movements | Skills<br>Performing floor exercises, rhythms, and sequencing<br>Assessment Recommendations<br>Teacher observation, video analysis, student-designed sequences, and peer observation |
| **PE.7.8** | Identifies and applies basic skills and procedures necessary for outdoor pursuits (e.g., Project Adventure) | Movement Competencies | Outdoor Pursuits | Skills<br>Group initiatives<br>Assessment Recommendations<br>Teacher observation, written tests, and reports |
| **PE.7.9** | Identifies and applies principles of practice and conditioning that enhance performance, sports, lifetime activities, and track and field. | Movement Competencies | Advanced Movement | Skills<br>Applying fitness concepts and using sports skills<br>Assessment Recommendations<br>Student projects, portfolio development (including goal selection and journal entries) |

462

463

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **PE.7.10** | Chooses appropriate behavior to work productively with partner and in a group to accomplish goals in both cooperative and competitive activities. Responds with appropriate behaviors to discussions and conflict during competitive activities | Self-Management | Cooperation and Conflict Resolution | Skills<br>Resolving conflicts and using teamwork<br>Assessment Recommendations<br>Role play and game play |

Georgia's Quality Core Curriculum

# Fine Arts
# Grade 7

# Introduction to Fine Arts
# Quality Core Curriculum
# K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
  Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts

- **Historical and Cultural Context**
  Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context

- **Critical Analysis and Aesthetic Understanding**
  Responding to the Fine Arts through critical analysis and aesthetic understanding

- **Connections**
  Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

# Introduction to Dance
# Quality Core Curriculum
## K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order.* Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force*. The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

## Dance Glossary

**Aesthetic criteria**. Standards on which to make judgments about the artistic merit of a work of art.

**Alignment.** Proper body posture for dance.

**Artistry.** Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

**Body shapes.** The spatial contour the body makes such as curved, angular, twisted, or straight.

**Centering.** Using proper body alignment to maintain one's balance.

**Choreographic structure.** The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

**Choreography.** The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

**Clarity.** Execution of technical dance steps in a clear and concise manner.

**Combination:** Series of technical dance steps performed by the dancer.

**Composition.** Using combinations of movement or movement phrases to form a greater body of work.

**Dynamics.** The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

**Energy.** An element of dance; the force and quality of movement defined by the degree of impetus and effort.

**General space.** A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

**Improvisation.** Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

**Kinesthetic awareness.** The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

**Levels.** The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

**Locomotor movement.** Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

**Movement quality.** The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

**Movement phrase.** Dance sequences that have a sense of completion.

**Movement theme.** A complete idea in movement that is manipulated and developed within a dance.

**Musicality:** Ability to respond to a rhythm while moving.

**Negative space.** The empty or open space created when a shape is made by the body.

**Nonlocomotor/axial movement.** Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

**Partnering.** Leading, following, or mirroring someone.

**Pathway.** The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

**Personal space.** The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

**Positive space.** The filled space created by the body when a shape is made in space.

**Rhythmic acuity.** The kinesthetic, auditory recognition of, and response to various complex time elements.

**Spatial concept.** One's relationship to the space around them.

**Style.** A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

**Time.** An element of dance which measures tempo/speed and force/energy.

**Technique.** Refined physical skills pertaining to a particular style of dance.

**Time.** The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

**Vibratory.** Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

**Warm-up.** Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

# Georgia Quality Core Curriculum

## Fine Arts: Dance: Grade 6-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAD.6-8.1 | Participates in warm-up sequences based on specific dance techniques (e.g., Graham, Cecchetti, Luigi) | Training and Technique | | |
| FAD.6-8.2 | Identifies health issues important to dance training | Dance Wellness | | |
| FAD.6-8.3 | Recognizes and uses dance as a means of physical fitness and wellness | Dance Wellness | | |
| FAD.6-8.4 | Explores principles of anatomy and injury prevention integral to dance training | Dance Wellness | | |
| FAD.6-8.5 | Discusses health issues and nutrition important to dance training | Dance Wellness | | |
| FAD.6-8.6 | Demonstrates a synthesis of dance technique principles | Training and Technique | | |
| FAD.6-8.7 | Combines elements of movement in long phrases demonstrating change of level, beginning, middle, end, spatial patterns, and dynamics | Training and Technique | | |
| FAD.6-8.8 | Demonstrates expanded range and application of dance terminology | Training and Technique | | |
| FAD.6-8.9 | Demonstrates a general knowledge of technical skills from different styles of dance | Training and Technique | | |
| FAD.6-8.10 | Exhibits positive work habits and self-discipline in the study of dance | Training and Technique | | |
| FAD.6-8.11 | Demonstrates individuality of expression in performance | Training and Technique | | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Connections*** | | | | |
| FAD.6-8.12 | Develops versatility through experimentation with various movement approaches | Training and Technique | | |
| FAD.6-8.13 | Demonstrates awareness of technological resources available for dance | Interdisciplinary | | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| FAD.6-8.14 | Observes and critiques dance performances using specified criteria and appropriate dance terminology | Criticism | | |
| FAD.6-8.15 | Develops and communicates personal interpretations of dances | Criticism | | |
| FAD.6-8.16 | Creates advance/composition incorporating several choreographic principles | Composition | | |
| ***Historical and Cultural Context*** | | | | |
| FAD.6-8.17 | Demonstrates and understands the various roles of dance in society, in different cultures, and in historical periods (e.g., ritual, education, entertainment, therapy) | Multicultural Context | | |
| FAD.6-8.18 | Examines dance as a means of expressing a culture's values, religious tradition, social mores, and historical periods | Multicultural Context | | |
| FAD.6-8.19 | Explores traditions and development of Western theatrical dance | Multicultural Context | | |

# Introduction to Music
# Quality Core Curriculum
# K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

## Music Glossary

**Articulation.** In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

**Body percussion.** Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

**Classroom instruments.** Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

**Competency level.** Proficiency level corresponding with the musical ability of the student.

**Cultural.** The customs and/or beliefs of a racial, religious, or social group.

**Chording instruments.** Instruments which enable the performer to sound chords.

**Dynamic levels, dynamics.** Degrees of loudness.

**Developmentally appropriate.** The instructional level at which students may most effectively assimilate new information.

**Elements of music.** Pitch, rhythm, harmony, dynamics, timbre, texture, form.

**Environmental sounds.** Sounds that naturally occur or which can be produced from materials found in the environment.

**Expressive qualities.** Any articulation, dynamic, or tempo marking used to interpret music.

**Ethnic music.** Musical forms or styles indigenous to a specific culture.

**Folk source.** Identification of a specific genre.

**Form.** The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

**Formal structure.** See *Form.*

**Genre.** A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

**Intonation.** The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

**Line notation.** Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

**Meter.** The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

**Meter signature / time signature.** An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

**Media.** Written, visual, audible, and technological resources.

**Musical heritage.** Knowledge of historical and cultural backgrounds.

**Ostinato.** Short musical patterns that are repeated persistently through some composition.

**Pre-notation symbols.** Line notation of rhythm and/or melody.

**Style.** The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

**Technical accuracy, technical skills.** The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

**Timbre.** The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

**Tonality.** The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

**Technique.** The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

**Technology.** A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

**Texture.** The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

# Georgia Quality Core Curriculum

## Fine Arts: Music: General Music: Grade 7

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).7.1 | Recognizes the major characteristics of musical forms such as theme and variation, rondo and suite, musical theatre, opera, and string quartet | Listening Skills | Form | |
| FAM(GM).7.2 | Identifies soprano, alto, tenor, bass, and cambiata voices | Listening Skills | Timbre | |
| FAM(GM).7.3 | Sings unison and two- and three-part songs with attention to tone quality, pitch accuracy, style, diction, blend, and balance | Performance Skills | Expressive Qualities, Melody, Harmony, and Timbre | |
| FAM(GM).7.4 | Uses chording instruments or keyboard to accompany songs using appropriate chords | Performance | Rhythm, Harmony, and Expressive Qualities | |
| FAM(GM).7.5 | Discriminates between and conducts simple and compound meters: 2's, 3's, 4's, and 6's | Knowledge | Rhythm | |
| FAM(GM).7.6 | Creates individual and group compositions using a variety of sound sources | Creative skills | Expressive Qualities, Melody, Rhythm, and Timbre | |
| FAM(GM).7.7 | Creates planned and improvised accompaniments with attention to appropriate uses of timbre, rhythm, and expressive qualities | Creative skills | Rhythm, Melody, Timbre, and Expressive Qualities | |
| FAM(GM).7.8 | Creates original instruments | Creative Skills | Timbre | |
| FAM(GM).7.9 | Follows notation in treble and bass clefs when singing unison or part songs | Performance Skills | Notation, Melody, and Harmony | |
| FAM(GM).7.10 | Recognizes the function of I, IV, and V7 chords | Knowledge | Harmony | |
| FAM(GM).7.11 | Demonstrates growth in knowledge of music vocabulary appropriate to the level | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).7.12 | Constructs major and minor scales and chords in keys up to three sharps and flats | Knowledge | Harmony | |

### Connections

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).7.13 | Integrates many elements of the study of music with other art forms, curricular areas, and related use of technology | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |

### Critical Analysis and Aesthetic Understanding

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).7.14 | Describes the expressive effect of music in terms of its elements melody, rhythm, harmony, timbre, and tonality | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |
| FAM(GM).7.15 | Critiques music performed in class and suggests ways of improving the performance | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |
| FAM(GM).7.16 | Contrasts performances of the same composition | Listening skills | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |

### Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).7.17 | Listens critically to music in a variety of instrumental and vocal styles and origins and describes with attention to time, place, composer, and performance | Listening skills | Expressive Qualities and Musical Heritage | |
| FAM(GM).7.18 | Uses print and nonprint media to locate information about music and musicians | Knowledge | Musical Heritage | |
| FAM(GM).7.19 | Identifies composers, performers, small ensembles, and large performing groups representing a variety of styles of music | Appreciation | Musical Heritage | |
| FAM(GM).7.20 | Relates the role of music to the cultural expression of ethnic groups represented in society | Appreciation | Musical Heritage | |
| FAM(GM).7.21 | Describes career opportunities in the field of music | Knowledge | Musical Heritage | |

# Georgia Quality Core Curriculum

## Fine Arts: Music: Band: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.1** | Demonstrates correct playing position and posture for chosen instrument | Knowledge | Technique | |
| **FAM(B).4-8.2** | Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level | Knowledge | Technique | |
| **FAM(B).4-8.3** | Participates effectively as a member of performing ensembles | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| **FAM(B).4-8.4** | Performs class repertoire at the expected competency level | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| **FAM(B).4-8.5** | Performs music reading skills, including sight-reading, at the expected competency level | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| **FAM(B).4-8.6** | Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| **FAM(B).4-8.7** | Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation | Knowledge | Technique | |
| **FAM(B).4-8.8** | Demonstrates understanding of phrase and melody through performance | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.9** | Recognizes harmonic structure and demonstrates an awareness of its role in performance | Knowledge | Harmony | |
| **FAM(B).4-8.10** | Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios. | Knowledge | Melody, Harmony, Notation, and Technique | |
| **FAM(B).4-8.11** | Identifies the timbre of band instruments. | Knowledge | Timbre | |
| **FAM(B).4-8.12** | Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music. | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| **FAM(B).4-8.13** | Uses print and nonprint media to access music information. | Knowledge | Musical Heritage | Skills<br>Study skills and technology |
| **FAM(B).4-8.14** | Performs interpretations and/or improvisations of music repertoire. | Creative Skills | Rhythm, Melody, Harmony, Expressive Qualities, and Technique | |
| **FAM(B).4-8.15** | Creates, notates and performs a simple melody for his or her instrument. | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| **FAM(B).4-8.16** | Demonstrates knowledge of vibrato on chosen instrument. | Knowledge | Expressive Qualities and Technique | |
| **FAM(B).4-8.17** | Responds appropriately to conducting techniques used by the director. | Performance Skills | Expressive Qualities | |
| **FAM(B).4-8.18** | Performs with characteristic tone quality at the expected competency level. | Performance | Timbre | |

### *Critical Analysis and Aesthetic Understanding*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.19** | Demonstrates knowledge of form in music repertoire. | Knowledge | Form | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.20** | Critiques music performed by the ensemble and suggests ways to improve | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |

## Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.21** | Identifies and compares performance styles from various historical eras of music. | Knowledge | Musical Heritage | |
| **FAM(B).4-8.22** | Demonstrates knowledge of composers of selected music repertoire and the *historical/cultural* context of works being performed. | Knowledge | Musical Heritage | |
| **FAM(B).4-8.23** | Describes the evolution and history of band instruments | Knowledge | Timbre and Musical Heritage | |

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# Georgia Quality Core Curriculum

## Fine Arts: Music: Choral Music: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(CM).4-8.1 | Demonstrates correct posture for singing | Performance Skills | Technique | |
| FAM(CM).4-8.2 | Demonstrates correct breathing techniques for vocal production | Performance Skills | Technique | |
| FAM(CM).4-8.3 | Sings accurate pitches and rhythms | Performance Skills | Rhythm, Melody, and Technique | |
| FAM(CM).4-8.4 | Sings scales, arpeggios and vocalizes from memory | Performance Skills | Melody and Technique | |
| FAM(CM).4-8.5 | Sings with clear vowel sounds, proper diction and appropriate tone quality | Performance Skills | Technique | |
| FAM(CM).4-8.6 | Sings the assigned part in an ensemble, with and without accompaniment | Performance Skills | Melody, Harmony, and Technique | |
| FAM(CM).4-8.7 | Demonstrates proficiency in sight-reading at the expected competency level | Performance Skills | Notation and Expressive Qualities | |
| FAM(CM).4-8.8 | Performs selected music repertoire at the expected competency level | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(CM).4-8.9 | Demonstrates ability to perform individually, in small groups and as a member of the total ensemble | Performance Skills | Rhythm, Melody, Harmony, Notation, and Expressive Qualities | |
| FAM(CM).4-8.10 | Participates effectively as a member of performing ensembles | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | Skills<br>Team building, unification and interdependence of the group |
| FAM(CM).4-8.11 | Recognizes key signatures of music performed | Knowledge | Melody, Harmony, and Notation | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(CM).4-8.12** | Identifies differences in scales and harmonies from aural and visual examples | Knowledge | Melody, Harmony, and Notation | |
| **FAM(CM).4-8.13** | Identifies various types of voices heard in choral performances | Listening Skills | Timbre | |
| **FAM(CM).4-8.14** | Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| **FAM(CM).4-8.15** | Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts | Knowledge | Expressive Qualities and Musical Heritage | Skills:<br>Study skills and technology |
| **FAM(CM).4-8.16** | Sings from memory selected music for public performance | Performance Skills | Technique | |
| **FAM(CM).4-8.17** | Responds appropriately to conducting techniques used by the director | Performance Skills | Expressive Qualities | |
| **FAM(CM).4-8.18** | Describes how technology is used to transcribe, edit, compose and perform music on a computer station | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| **FAM(CM).4-8.19** | Interprets meaning of texts in repertoire | Knowledge | Expressive Qualities and Musical Heritage | |
| **FAM(CM).4-8.20** | Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase, and tonality) | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities | |
| **FAM(CM).4-8.21** | Demonstrates appropriate understanding of form in literature performed | Knowledge | Form | |
| **FAM(CM).4-8.22** | Identifies the characteristics of performance styles of music being rehearsed and performed | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|

## *Historical and Cultural Context*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(CM).4-8.23** | Demonstrates knowledge of composers of selected repertoire and the historical/ cultural context of works being performed | Knowledge | Musical Heritage | |
| **FAM(CM).4-8.24** | Explains the importance of contributions of various ethnic cultures to selected repertoire | Knowledge | Musical Heritage | |

# Georgia Quality Core Curriculum

## Fine Arts: Music: String Orchestra: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(SO).4-8.1** | Demonstrates correct playing position and posture for chosen instrument | Performance Skills | Technique | |
| **FAM(SO).4-8.2** | Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level | Performance Skills | Technique | |
| **FAM(SO).4-8.3** | Participates effectively as a member of performing ensembles | Performance Skills | Technique | |
| **FAM(SO).4-8.4** | Performs selected music repertoire at the expected competency level | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| **FAM(SO).4-8.5** | Reads music to the expected competency level of the class | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| **FAM(SO).4-8.6** | Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| **FAM(SO).4-8.7** | Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation | Knowledge | Technique | |
| **FAM(SO).4-8.8** | Performs with characteristic tone quality at the expected competency level | Performance | Technique | |
| **FAM(SO).4-8.9** | Demonstrates knowledge of vibrato | Knowledge | Expressive Qualities and Technique | |
| **FAM(SO).4-8.10** | Demonstrates knowledge of phrase and melody through performance | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(SO).4-8.11** | Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios. | Performance | Rhythm, Melody, Harmony, and Notation | |
| **FAM(SO).4-8.12** | Recognizes harmonic structure and demonstrates an awareness of its role in performance. | Knowledge | Harmony | |
| **FAM(SO).4-8.13** | Identifies the timbre of orchestral stringed instruments. | Knowledge | Timbre | |
| **FAM(SO).4-8.14** | Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music. | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| **FAM(SO).4-8.15** | Uses print and nonprint media to access music information. | Knowledge | Musical Heritage | Skills.<br>Study skills and technology |
| **FAM(SO).4-8.16** | Performs interpretations and/or improvisations of music repertoire. | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| **FAM(SO).4-8.17** | Creates, notates, and performs a simple melody for his or her instrument. | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |

## *Critical Analysis and Aesthetic Understanding*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(SO).4-8.18** | Demonstrates appropriate understanding of form in selected music repertoire. | Knowledge | Form | |
| **FAM(SO).4-8.19** | Critiques music performed by the ensemble and suggests ways to improve. | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |

## *Historical and Cultural Context*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(SO).4-8.20** | Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed. | Knowledge | Musical Heritage | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(SO).4-8.21** | Describes the evolution and history of orchestral string instruments | Knowledge | Timbre and Musical Heritage | |
| **FAM(SO).4-8.22** | Recognizes contributions by composers and/or performers of various cultural and ethnic backgrounds | Knowledge | Musical Heritage | |
| **FAM(SO).4-8.23** | Performs music from various historical periods with correct style | Performance Skills | Musical Heritage | |

## Fine Arts: Music: Guitar/ Piano Class: Grade 6-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(GP).6-8.1** | Demonstrates correct positioning and posture for the instrument. | Performance Skills | Technique | |
| **FAM(GP).6-8.2** | Demonstrates correct fingering techniques and hand and arm motion | Performance Skills | Technique | |
| **FAM(GP).6-8.3** | Performs class repertoire to expected competency level | Performance Skills | Notation and Expressive Qualities | |
| **FAM(GP).6-8.4** | Demonstrates proficiency in sight-reading at the expected competency level | Performance Skills | Notation and Expressive Qualities | |
| **FAM(GP).6-8.5** | Demonstrates the ability to perform individually and as a member of an ensemble | Performance Skills | Rhythm. Melody, Harmony, Notation, and Expressive Qualities | |
| **FAM(GP).6-8.6** | Demonstrates an increasing awareness of intonation and tunes instrument (guitar) with assistance | Knowledge | Technique | |
| **FAM(GP).6-8.7** | Performs appropriate scales and arpeggios from memory. | Performance Skills | Melody, Harmony, and Technique | |
| **FAM(GP).6-8.8** | Performs melodies with appropriate phrasing and articulation | Performance Skills | Melody and Expressive Qualities | |
| **FAM(GP).6-8.9** | Demonstrates knowledge of formal structure of class repertoire | Knowledge | Rhythm, Melody, Harmony, and Form | |
| **FAM(GP).6-8.10** | Recognizes from notation the tonality of music performed in the class | Knowledge | Notation and Harmony | |
| **FAM(GP).6-8.11** | Recognizes chordal structure (major and minor) and relates it to key and scale | Knowledge | Harmony | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(GP).6-8.12** | Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| **FAM(GP).6-8.13** | Uses print and nonprint media to locate information about music and musicians. | Knowledge | Musical Heritage | |
| **FAM(GP).6-8.14** | Improvises a melody from a given range of pitches, rhythms, and chords or chord progressions | Creative Skills | Rhythm, Melody, and Harmony | |
| **FAM(GP).6-8.15** | Creates, notates and performs an original melody for guitar/piano | Creative Skills | Rhythm, Melody, and Notation | |
| **FAM(GP).6-8.16** | Describes how technology is used to transcribe, edit, compose, and perform music on a computer station | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |

## *Historical and Cultural Context*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(GP).6-8.17** | Demonstrates knowledge of composers of class repertoire and the historical/cultural context of works being performed | Knowledge | Musical Heritage | |
| **FAM(GP).6-8.18** | Explains the evolution and history of guitar or piano | Knowledge | Musical Heritage | |
| **FAM(GP).6-8.19** | Identifies music careers | Knowledge | Musical Heritage | |

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516

# Georgia Quality Core Curriculum

## Fine Arts: Music: Music Appreciation/ History/ Literature: Grade 6-8

### Connections

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(MHL).6-8.1 | Demonstrates an aesthetic understanding of music and its relationship to the other arts | Appreciation | Musical Heritage | |
| FAM(MHL).6-8.2 | Integrates many elements of study and knowledge of music, other art forms, other curriculum areas, and related use of technology | Knowledge | Expressive Qualities and Musical Heritage | |

### Critical Analysis and Aesthetic Understanding

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(MHL).6-8.3 | Listens to music or examines scores to describe the elements (rhythm, melody, harmony, form, dynamics, and timbre) of music from developmentally appropriate selections | Knowledge | Rhythm, Melody, Harmony, Form, and Expressive Qualities | |
| FAM(MHL).6-8.4 | Listens to and describes musical genres from appropriate examples, such as symphony, oratorio, and musical theatre | Listening Skills | Form and Musical Heritage | |
| FAM(MHL).6-8.5 | Analyzes and makes critical judgments about music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |

### Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(MHL).6-8.6 | Demonstrates knowledge of the historical and cultural context of Baroque, classical, and 20th-century music | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.7 | Recognizes the various roles of music in society | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.8 | Uses print and nonprint media to locate information about music and musicians | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.9 | Demonstrates proper audience etiquette | Knowledge | Musical Heritage | |

# Introduction to Theatre
# Quality Core Curriculum
# K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

# Theatre Glossary

**Aesthetic criteria.** Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

**Aural.** Physical element involving listening.

**Drama.** A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

**Electronic media, Dramatic media.** Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

**Ensemble.** Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

**Environment.** Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

**Front of house.** The box office and lobby.

**House.** Commonly defined as the area in which the audience is seated.

**Improvise.** To spontaneously use movement and speech to create a character or object in a particular situation.

**"In character."** Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

**Kinetic.** Physical element involving movements of the body.

**Motivation.** The actor's reason for doing or saying something.

**Oral.** Physical element involving the use of the voice.

**Pitch.** The highness or lowness of one's voice.

**Properties (Props).** Any object used by actors to enhance character portrayal.

**Sensory recall.** To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

**Tempo.** The speed at which someone talks or the pace of production.

**Theater.** The place that is the setting for dramatic performances.

**Theatre.** The imitation/representation of life, performed for other people; the performance of dramatic literature.

**Three dimensional character.** A character that has a variety of emotions, strengths, and weaknesses.

**Tone.** The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

**Underrepresented artist.** Those who work in nontraditional art forms.

**Visual.** Physical element involving sight.

# Introduction to Theatre
# Quality Core Curriculum
## 6-8

Students are encouraged toward self-actualization in the middle grades. They are given many content areas to explore. Theatre should attempt to build their self-confidence and connect many of the areas of exploration. The QCC specifically connects to the middle grades Social Studies QCC in content specifics and the Language Arts QCC in process emphasis. A major focus begins in sixth grade with presentational theatre; in eighth grade, the focus begins to change to representational theatre, preparing students for the representational focus in their high school classes. The overall focus is process work, which leads to presentational work when the teacher decides it is appropriate. The Theatre 6-8 QCC is designed as an exploratory curriculum. It allows teachers to select specific standards to teach in conjunction with Social Studies or English, or to teach standards in separate Theatre classes.

# Georgia Quality Core Curriculum

## Fine Arts: Theatre Arts: Grade 7

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.7.1** | Develops and increases a working definition of theatre arts as it applies to presentational theatre | Defining Terms | Vocabulary | |
| **FATA.7.2** | Demonstrates social discipline and appropriate group contribution in presentational dramatic activities such as story telling, story theatre, readers' theatre (oral, choral interpretation), collage theatre, pantomime, childrens' theatre, and other theatre activities | Artistic Discipline | Personal Responsibility Teamwork Collaboration | |
| **FATA.7.3** | Recognizes, applies, and comprehends dramatic elements | Scriptwriting | Dramatic Elements | Skills |
| **FATA.7.4** | Collaborates in the development of original dramatic pieces emphasizing character interaction, conflict, and resolution | Scriptwriting | Writing Process | |
| **FATA.7.5** | Selects and adapts appropriate literature into scripts using published materials such as plays, poems, narratives, diaries, stories, books, monologues, and broadcast and print media | Scriptwriting | Writing Process | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.7.6** | Uses the Play Writing Process<br>Step One: Pre-writing<br>Generate story ideas<br>Create situations<br>Develop characters<br>Explore environments<br>Develop themes<br>Step Two: Drafting<br>Develop narrative with dialogue<br>Structure in play format<br>Step Three: Revision<br>Present a reading<br>Make revisions<br>Step Four: Edit<br>Correct spelling, capitalization, punctuation, grammar<br>Create final draft<br>Step Five: Share/Publish<br>Present a formal or informal reading or production | Scriptwriting | Scripting | |
| **FATA.7.7** | Identifies, develops, and applies observation techniques to presentational dramatic activities | Acting | Observation | |
| **FATA.7.8** | Uses imagination to form and express thought, feeling, and character and to communicate mental images into dramatic action | Acting | Imagination | |
| **FATA.7.9** | Identifies and applies movement techniques appropriate to presentational theatre activities | Acting | Body Movement | |
| **FATA.7.10** | Develops and applies vocal elements and techniques appropriate to presentational theatre activities | Acting | Voice, Speech, and Language | |
| **FATA.7.11** | Expresses meaning of character, thought, and feeling through language | Acting | Voice, Speech, and Language | |
| **FATA.7.12** | Uses improvisation techniques appropriate to presentational theatre activities. | Acting | Improvisation | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.7.13** | Examines and discusses the physical, emotional, and social dimensions of characters in presentational theatre activities | Acting | Character Development | |
| **FATA.7.14** | Identifies the directing process in presentational theatre activities | Directing | Role of Director | |
| **FATA.7.15** | Recognizes and assumes the role and responsibilities of the director in presentational activities | Directing | Role of Director | |
| **FATA.7.16** | Explores the costume, fashion, and make-up customs in past and contemporary cultures based on cultures studied in social studies | Technical Theatre | Design | |
| **FATA.7.17** | Identifies, describes, and participates in constructing and acquiring scenery, props, costumes, lighting, sound/ music, and makeup for presentational theatre activities | Technical Theatre | | |

## Connections

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.7.18** | Explores the relationships among theatre and other arts, and dramatic media | Other Arts | | |
| **FATA.7.19** | Analyzes and explains common themes, content, and structure among theatre and other disciplines | Other Disciplines | | |
| **FATA.7.20** | Integrates and uses existing available technology to enhance all aspects of theatre arts | Technology | | |
| **FATA.7.21** | Identifies the parts and evolution of theatre facilities in use during specified historic or cultural periods studied in social studies | Connecting | History of Theatre/Other Disciplines | |

## Critical Analysis and Aesthetic Understanding

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.7.22** | Identifies and assesses the elements of dramatic literature used as a basis for presentational theatre | Dramatic Literature | | |
| **FATA.7.23** | Identifies, describes, compares, and analyzes dramatic presentations and activities | Dramatic Presentation | | |

534

535

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.7.24** | Compares theatre presentations and classroom activities to life and human experience | Interpretation | | |
| **FATA.7.25** | Understands and hypothesizes on responsibility of the audience as an integral part of theatrical presentation | Audience | Responsibility of Audience | |

### *Historical and Cultural Context*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.7.26** | Discovers common experiences and ideas in stories and folklore from cultures as a basis for presentational theatre activities | Multicultural Heritage | | |
| **FATA.7.27** | Compares and discusses how, in several cultures of the world, theatre functions as a part of daily experience | Multicultural Heritage | | |
| **FATA.7.28** | Uses available research and resources to plan for and support presentational theatre activities | Research | | |

# Introduction to Visual Arts
# Quality Core Curriculum
# K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

## Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

## Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

**Art History: Historical and Cultural Context**

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

**Interdisciplinary Connections**

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

# Visual Arts Glossary

**Abstract.** Generalized art which retains the essence or characteristics of a recognizable subject or object.

**Additive sculpture.** Modeling a sculpture by adding materials to it until the desired effect is maintained.

**Aerial perspective.** The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

**Aesthetics.** A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

**Airbrush.** Atomizer operated by compressed air used for spraying paint.

**Analogous.** Three colors that are next to each other on a color wheel and which have a common hue.

**Analysis.** Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

**Animation.** The illusion of movement caused by successive presentations of inanimate objects in rapid order.

**Architecture.** The art of designing and planning the construction of buildings, cities, and/or bridges.

**Art history.** A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

**Arts disciplines.** Studies which include dance, music, theatre, and visual arts.

**Assess.** To analyze and determine the nature and quality of achievement through means appropriate to the subject.

**Asymmetrical balance.** An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

**Aural.** Art that incorporates sound.

**Background.** The part of the picture plane that seems to be farthest from the viewer.

**Balance.** A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

**Batik.** A system of dyeing fabric in which selected areas are protected from the dye with wax.

**Biomorphic.** See organic.

**Calligraphy.** The art of lettering.

**Ceramics.** Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

**Collage.** A collection of materials arranged for a composition or design on a flat surface.

**Color.** A visually perceived hue.

**Color scheme.** Plan for organizing color.

**Complementary.** Colors opposite each other on a color wheel that contrast with each other.

**Composition.** The way in which the parts of an artwork are put together or organized.

**Content.** Message the artist is trying to communicate in a work of art.

**Context.** A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

**Contour.** Interior and exterior edges of objects.

**Contour line.** A line that follows the edges or edge of a shape or form.

**Contrast.** Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

**Cool colors.** Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

**Create.** To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

**Critical process.** Description, analysis, interpretation, and evaluation used in discussing artworks.

**Criticism.** Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

**Critique.** To review, analyze, and discuss works of art.

**Cross cultural.** Art across cultures (intercultural).

**Culture.** Behaviors, customs, ideas, and skills of a distinct group of people.

**Dominance.** A principle of design where one element is emphasized.

**Edition.** A set number of productions of a work of art.

**Elements of design.** Line, shape, form, color, space, texture, and value.

**Emphasis.** A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

**Enameling.** The process of firing special powder or enamel pigments on copper or silver in a kiln.

**Ethnic art.** Art inspired by a specific culture.

**Exhibitions.** An organized display of works of art.

**Explore.** A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

**Expression.** A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

**Fiber arts.** Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

**Folk art.** A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

**Foreground.** The space which appears to be closest to the viewer.

**Form.** 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

**Free-flowing (Free-form).** Any curvilinear, asymmetrical shape not bound by hard edges.

**Functional art.** Art designed for a certain purpose.

**Functions (and purposes) of art.** Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

**Geometric form.** Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

**Geometric shapes.** Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

**Glazing.** A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

**Gradation.** A gradual smooth change from light to dark, rough to smooth, or one color to another.

**Graphic design.** A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

**Handbuilding.** A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

**Harmony.** The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

**Horizon line.** The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

**Hue.** The name of a color.

**Illustration.** A work of art that usually seeks to join visual and discursive information for the purposes of communication.

**Intensity.** The brightness (purity) or dullness of a color, also known as chroma.

**Intermediate colors (Tertiary).** A color made by mixing a primary color with a secondary color.

**Jewelry.** A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

**Kinetic.** Art designed to move by natural or man-made forces.

**Line.** An uninterrupted actual mark or implied direction going from one point to another.

**Linear perspective.** Showing depth and distance in a picture with converging lines.

**Maquettes.** A small sculpture made as a preliminary model.

**Materials.** Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

**Media.** Broad categories for grouping works of visual art according to the art materials used.

**Media arts.** Art forms that deal with electronic technologies.

**Middle ground.** A term used to define a level surface behind the foreground and in front of the background.

**Mixed media.** The use of different materials in the same work of art.

**Model or modeling.** To shape or build up with malleable media.

**Monochromatic.** Uses only one hue and variations obtained from its tints, shades, and tones.

**Montage.** A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

**Mosaic.** A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

**Motif.** A recurring element, subject, or theme in works of art.

**Movement.** A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

**Movements (arts).** Refers to an historical or cultural period when certain styles became prevalent.

**Multi-cultural.** Refers to more than one culture.

**Negative space.** The space around and through a shape or object.

**Neutral colors.** Colors formed by mixing complementary colors on the color wheel.

**Non-objective.** Shapes/forms created with no regard to an identifiable subject or object.

**One-point perspective.** A system of creating the illusion of space in the picture plane using one vanishing point.

**Organic form.** Three-dimensional free-flowing shapes found in nature.

**Organic shape.** Two-dimensional or flat free-flowing shapes found in nature.

**Origami.** The art of Oriental paper folding.

**Papier Maché.** A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

**Pattern.** Repetition of a motif involving line, shape, color, value, or space in a composition.

**Perception.** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

**Perspective.** The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

**Photogram.** A process in which light-sensitive paper is exposed with objects to create positive and negative space.

**Photography.** The technique of capturing optical images on light sensitive surfaces.

**Pin hole camera.** A hand made camera using a pin hole opening to expose the film to light.

**Pointillism.** A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

**Portfolio.** A comprehensive collection of student work.

**Positive space.** The space in a composition occupied by the subject or objects.

**Primary colors.** Red, yellow, blue.

**Principles of design.** Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

**Printmaking.** The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

**Process.** A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

**Proportion.** Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult 71/2 heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.

- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

**Radial balance.** Type of balance in which forces or elements of a design come out from a central point.

**Realism.** A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

**Repetition.** A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

**Rhythm.** Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

**Scale.** Proportion.

**Sculpture.** Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

**Secondary colors.** Colors created by mixing two primary colors; orange, green, and violet.

**Self-portrait.** A rendering of the artist's own likeness.

**Shade.** A color with black added to it to change color value.

**Shading.** Gradation of tone or filling in areas through shadows.

**Shape.** Any two-dimensional area defined by line, color, tones, or edges.

**Space.** A perceived area or surface.

**Spatial.** Of, or existing, in space.

**Split-complementary colors.** A color and the two colors on either side of its complement on the color wheel.

**Stained glass.** Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

**Structures.** Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

**Style.** An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

**Subtractive sculpture.** Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

**Symbol.** Something that stands for, or represents, something else.

**Synthesis.** Combining of parts into a whole.

**Tactile.** Appealing to the sense of touch.

**Techniques.** Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

**Technologies.** Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

**Temporal.** Worldly; or time; art enduring for a time.

**Tertiary.** The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

**Texture.** The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

**Theme.** A subject or topic in artwork.

**Three-dimensional form.** Objects which have height, width, and depth.

**Thumbnail sketches.** Small drawings used to develop an idea or composition.

**Timeline.** Chart showing the chronological progression of art history.

**Tint.** A color with white added to raise or lighten its value.

**Tone.** Changes in intensity.

**Triadic.** The colors found on the color wheel which form an equilateral triangle.

**Two-dimensional.** Flat area having height and width but no actual depth.

**Two-point perspective.** Perspective viewed when an object is observed from an angle. There are two vanishing points.

**Unity.** A principle of design referring to the arrangement of a work in which all parts seem interrelated.

**Value.** The element of art that refers to the lightness or darkness of an object or color.

**Value scale.** Gradation of dark to light usually made on a scale of 1-10.

**Variety.** A principle of design concerned with difference or contrast.

**Visual art.** A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

**Warm colors.** Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

# Introduction to Visual Arts
# Quality Core Curriculum
# Middle School Art

Content standards in the middle grades are designed to expand the students' knowledge of concepts and skills. Visual arts curriculum is designed to integrate with other disciplines at the middle school level and address the needs of learners with different social and cultural backgrounds. The curriculum reflects the adolescent's and preadolescent's need to develop collaborative and teamwork skills, technological competencies, flexible thinking, and appreciation for diversity.

Middle grades content standards are built upon the K-5 curriculum. Often, middle grades art programs are taught as six-, nine-, or 12-week rotations. Standards, therefore, are clustered to provide the middle grade teacher flexibility in presenting standards of different grade levels.

It is recommended that students who have not experienced formal visual arts education prior to the middle school experience use the K-5 content standards as a starting place, focusing on sequential order of content standards: criticism, art production, art history, and aesthetics.

# Georgia Quality Core Curriculum

## Fine Arts: Visual Arts: Grade 7

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Artistic Skills and Knowledge: Creating, Performing, Producing*** | | | | |
| FAVA.7.1 | Plans and creates artworks using elements of art and principles of design for compositions expressing an intended meaning. | Art Production | Creating Art to Express Meaning | |
| FAVA.7.2 | Plans and creates additive and subtractive sculptures in a variety of media. | Art Production | Three-dimensional Qualities | |
| FAVA.7.3 | Uses art materials and tools.<br>(See Introduction: Matrix.) | Art Production | Art Materials and Tools | |
| FAVA.7.4 | Produces an interpretation of the same architectural structure in both atmospheric and linear perspective. | Art Production | Spatial Techniques | |
| FAVA.7.5 | Creates a series of artworks that expresses a feeling or emotion (Expressionism/ Emotionalism). | Art Production | Artistic Theory | |
| FAVA.7.6 | Demonstrates proper care and safe use of art materials and tools. | Art Production | Maintenance and Safety | |
| ***Connections*** | | | | |
| FAVA.7.7 | Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks. (See Introduction: Matrix.) | Interdisciplinary | Other Subject Relationships | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| FAVA.7.8 | Analyzes how artists have applied color relationships (value, intensity, tints and shades, cool and warm colors) to create descriptive and expressive effects in artworks. | Criticism | Color Expressive Qualities | |
| FAVA.7.9 | Examines the characteristics of form, such as open, closed, functional, decorative, organic, and geometric. | Criticism | Form | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAVA.7.10** | Recognizes how the illusion of mass is created by color, line, or texture in two-dimensional artworks | Criticism | Form | |
| **FAVA.7.11** | Analyzes how artists and architects have applied linear and atmospheric (aerial) perspective to communicate the illusion of space | Criticism | Spatial Techniques | |
| **FAVA.7.12** | Describes the interrelationships between the elements of art and the principles of design in artworks and in the environment | Criticism | Elements of Ar<br>Principles of Design | |
| **FAVA.7.13** | Compares and contrasts how artists use selected subject matter, including symbols and ideas, to communicate a message | Criticism | Symbols | |
| **FAVA.7.14** | Locates, reads, and summarizes major points of an art review or critique written by a professional art critic using periodicals, books, Internet, and other telecommunications sources | Criticism | Art Critic | |
| **FAVA.7.15** | Judges an artwork based on how successfully it expresses aspects of the society in which it was produced | Aesthetics | Art and Society | |
| **FAVA.7.16** | Judges an artwork based on whether its organization creates a vivid and intense impression | Aesthetics | Aesthetic Perception | |
| **FAVA.7.17** | Develops and applies appropriate criteria for making aesthetic judgments of artworks and product designs | Aesthetics | Artistic Theores | |
| ***Historical and Cultural Context*** | | | | |
| **FAVA.7.18** | Uses timelines, graphs, and visuals to trace important historical developments of Asia, the Middle East, and Africa using indigenous artworks | Art History | Art of Asia, Mddle East, and Africa | |
| **FAVA.7.19** | Analyzes and compares historical accounts of an artist and/or artwork from two or more sources | Art History | Historical Souces | |
| **FAVA.7.20** | Compares and contrasts styles of selected artworks from Asia, the Middle East, and Africa | Art History | Artistic Styles | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAVA.7.21** | Describes the materials, tools, and techniques employed by artists in producing particular artworks and explains the advancements that preceded their use. | Art History | History of Art Materials, Tools, and Techniques | |

*Georgia's Quality Core Curriculum*

# Technology/Career Education
# Grades 6-8

# Introduction to Technology/Career Education
# Quality Core Curriculum
## 6-12

The primary purpose of the revised Technology/Career QCC is to equip students with the academic, technical, and leadership skills that they will need to succeed in life. Through a partnership between education and industry, the Technology/Career curriculum will provide students with a solid foundation for their future careers.

Technology/Career education provides students with knowledge that enables them to continue learning on the postsecondary level and throughout their careers. The revised Technology/Career QCC facilitates development of programs of study that reflect career goals of individual students and incorporate current industry standards, high-level academic knowledge, and postsecondary requirements. The revised QCC also addresses the need to reinforce classroom skill development through participation in co-curricular vocational student organizations and structured work-based learning programs such as youth apprenticeship, internship, and cooperative education.

Because technology is evolving rapidly, the Technology/Career QCC standards are broadly based and permit development of curriculum that can be updated to meet changing industry standards. Each Technology/Career area has a common set of standards that address higher thinking, leadership, team cooperation, and other workplace readiness skills, as well as content standards specific to various occupational programs.

## Technology/Career Education: Grade 6-8

### *Exploratory Business*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| BUSINESS.6-8.1 | Examines traits, skills training, education, and conditions needed to succeed in various business occupations |  | Career Exploration |  |
| BUSINESS.6-8.2 | Researches and uses information about specific occupations |  | Career Exploration |  |
| BUSINESS.6-8.3 | Examines career opportunities in the business world |  | Career Exploration |  |
| BUSINESS.6-8.4 | Examines career goals and career ladders |  | Career Exploration |  |
| BUSINESS.6-8.5 | Operates an alphanumeric keyboard using the touch system |  | Information Processing |  |
| BUSINESS.6-8.6 | Applies formatting skills in various business documents |  | Information Processing |  |
| BUSINESS.6-8.7 | Demonstrates basic knowledge of information-processing software packages |  | Information Processing |  |

## Technology/Career Education: Grade 6-8

### *Exploratory Family and Consumer Science*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FACS.6-8.1 | Identifies physical, emotional and social changes that occur during puberty | | Family and Child Development | |
| FACS.6-8.2 | Demonstrates awareness of responsibilities in caring for children | | Family and Child Development | |
| FACS.6-8.3 | Identifies different relationships with peers and family | | Family and Child Development | |
| FACS.6-8.4 | Identifies legally and socially acceptable behavior | | Family and Child Development | |
| FACS.6-8.5 | Demonstrates use of decision making process | | Family and Child Development | |
| FACS.6-8.6 | Recognizes consequences that result from making choices | | Family and Child Development | |
| FACS.6-8.7 | Determines opportunities for careers in family and consumer sciences occupations | | Careers | |
| FACS.6-8.8 | Demonstrates leadership and communication skills through vocational student organization activities | | Careers | |
| FACS.6-8.9 | Demonstrates awareness of cleanliness, organization, safety and maintenance of the household environment | | Housing and Management | |
| FACS.6-8.10 | Demonstrates an awareness of general nutrition | | Foods and Nutrition | |
| FACS.6-8.11 | Plans, selects, prepares and serves nutritious meals and snacks | | Foods and Nutrition | |
| FACS.6-8.12 | Practices safety and sanitation in food handling and use of equipment | | Foods and Nutrition | |
| FACS.6-8.13 | Identifies grooming practices and appropriate clothing to improve personal appearance | | Textile and Apparel | |
| FACS.6-8.14 | Demonstrates an understanding of appropriate clothing care | | Textile and Apparel | |

579

578

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FACS.6-8.15 | Makes informed consumer decisions concerning relationships between advertising, product and price. | | Consumer Decisions | |

# Georgia Quality Core Curriculum

## Technology/Career Education: Grade 6-8

### *Exploratory Technology*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| TECHED.6-8.1 | Examines traits, skills training, education, and conditions needed to succeed in various technical and engineering occupations |  | Career Exploration |  |
| TECHED.6-8.2 | Defines and uses skills to manage life transitions related to changes in career environment |  | Career Exploration |  |
| TECHED.6-8.3 | Researches and uses information about specific occupations |  | Career Exploration |  |
| TECHED.6-8.4 | Examines career opportunities in communication, production, energy, power and transportation, and bio-related areas |  | Career Exploration |  |
| TECHED.6-8.5 | Examines career goals and career ladders |  | Career Exploration |  |
| TECHED.6-8.6 | Utilizes tools, materials, and processes to solve technical problems involving the application of science, mathematics, and inventiveness |  | Technical Information |  |
| TECHED.6-8.7 | Demonstrates a basic knowledge of the various aspects of the technologies of communication, manufacturing, construction, and/or energy and power control |  | Technical Information |  |
| TECHED.6-8.8 | Demonstrates both personal and equipment safety |  | Technical Information |  |
| TECHED.6-8.9 | Solves a given problem using the inductive and deductive processes of the scientific method |  | Technical Information |  |
| TECHED.6-8.10 | Demonstrates employability skills such as dependability, good work habits, pride in work, cooperation with fellow students, respect for authority, and the ability to follow both verbal and written directions |  | Technical Information |  |

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*Georgia's Quality Core Curriculum*

# Agriculture Education Grades 6-8

# Introduction to Agriculture Education
# Quality Core Curriculum
# 6-12

The Quality Core Curriculum (QCC) standards in Agriculture Education were revised with an emphasis on student needs based on changes in industry, education, and community needs and expectations. The Quality Basic Education Act charges the State Board of Education with establishing competencies that each student is expected to master and ensuring that each student has the opportunity to master them. The QCC standards in Agriculture Education were revised to meet these needs.

Local school systems are responsible for implementing the QCC according to state standards. Expansion and enrichment of this curriculum are needed to improve delivery and service to the students and community. The revision committee highly recommends the use of state-approved curriculum guides and course outlines in Agriculture Education to facilitate curriculum delivery.

## PROCESS

The QCC revision process was started by establishing a framework for evaluating the QCC standards established in 1984. The committee set six relevant criteria for measuring proposed changes. Revisions to the QCC should:

- Reflect technological and biological advances in agricultural science, business, and industry
- Promote high academic achievement through application of basic academic skills
- Emphasize workplace competencies
- Reflect changes in the Agriculture Education program included in recent industry- validated curriculum guides
- Reflect Agriculture Education program philosophy, purpose, and goals
- Promote leadership development

A program outline was created as a foundation for review of the QCC standards. Using the program outline and the revision criteria, the committee reviewed and revised specific QCC statements.

CHANGES

Most changes in the QCC statements are in terminology and sequence. Additions to the QCC consist mostly of expansion of statements which give more and clearer emphasis to that area of curriculum. The use of technology was emphasized. Statements were written to promote the continuous incorporation and updating of technology in the curriculum. Statements regarding leadership and personal development, basic skills, and employability were expanded and clarified to promote greater emphasis in these areas. In addition these statements were considered important enough that they have been included in each subject area.

USE OF THE QCC

The QCC in Agriculture Education is organized by school level (high school and middle school) and into six major instructional areas identified by the State Department of Education:

- Agricultural Business Management
- Agricultural Mechanization and Technology
- Agricultural Production and Management
- Agriscience and Biotechnology
- Environmental Horticulture
- Conservation and Renewable Natural Resources

The QCC standards are arranged into a logical teaching and development sequence within these parameters. Each local school system is encouraged to build its curriculum in Agriculture Education through selection of subject and subject areas of instruction based on local community and student needs. Courses may be developed through adoption of the suggested QCC sequence or by using the eclectic approach based on local needs. Once course content has been determined using the QCC standards, a number of resources may be used to facilitate course development. These include state curriculum guides, textbooks, and industry-developed materials.

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|

## Agriculture Education: Grade 6-8

### *Agribusiness*

| | | | | |
|---|---|---|---|---|
| AE.6-8.1 | Explores the scope of the agribusiness industry on the local, state, national and international levels | | | |
| AE.6-8.2 | Identifies and explores the science and technology of the agribusiness industry | | | |
| AE.6-8.3 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.4 | Develops computer skills relevant to the agribusiness industry | | | |
| AE.6-8.5 | Explores employment and career opportunities in agribusiness | | | |
| AE.6-8.6 | Develops skills in selected practices that relate to the agribusiness industry | | | |

## Agriculture Education: Grade 6-8

### *Agricultural Mechanics*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.7 | Explores the scope of the agricultural mechanics industry on the local, state, national and international levels | | | |
| AE.6-8.8 | Identifies and explores the science and technology of the agricultural mechanics industry | | | |
| AE.6-8.9 | Develops leadership; communication, citizenship and competitive skills through co-curricular student organization activities | | | |
| AE.6-8.10 | Demonstrates safety procedures related to agricultural mechanics | | | |
| AE.6-8.11 | Explores employment and career opportunities in agricultural mechanics | | | |
| AE.6-8.12 | Develops skills in selected practices that relate to the agricultural mechanics industry | | | |

## Agriculture Education: Grade 6-8

### *Agricultural Production*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.13 | Explores the scope of the agricultural production industry on the local, state, national and international levels | | | |
| AE.6-8.14 | Identifies and explores the science and technology of the agricultural production industry | | | |
| AE.6-8.15 | Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities | | | |
| AE.6-8.16 | Demonstrates safety practices related to agricultural production | | | |
| AE.6-8.17 | Explores employment and career opportunities in agricultural production | | | |
| AE.6-8.18 | Develops skills in selected practices that relate to the agricultural production industry | | | |

## Agriculture Education: Grade 6-8

### *Agriscience*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **AE.6-8.19** | Explores the importance of agriscience on the local, state, national and international levels | | | |
| **AE.6-8.20** | Identifies and explores science and technology in the agriscience industry | | | |
| **AE.6-8.21** | Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities | | | |
| **AE.6-8.22** | Demonstrates safety practices related to agriscience | | | |
| **AE.6-8.23** | Explores employment and career opportunities in agriscience | | | |
| **AE.6-8.24** | Develops skills in selected practices that relate to agriscience | | | |

## Agriculture Education: Grade 6-8

### *Environmental Horticulture*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.25 | Explores the scope of the environmental horticulture industry on the local, state, national and international levels | | | |
| AE.6-8.26 | Identifies and explores science and technology in environmental horticulture | | | |
| AE.6-8.27 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.28 | Demonstrates safety practices related to environmental horticulture | | | |
| AE.6-8.29 | Explores employment and career opportunities in environmental horticulture | | | |
| AE.6-8.30 | Develops skills in selected practices that relate to the environmental horticulture industry | | | |

## Agriculture Education: Grade 6-8

### *Forestry and Natural Resources*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.31 | Explores the scope of the forestry and natural resources industry on the local, state, national and international levels | | | |
| AE.6-8.32 | Identifies and explores the science and technology of forestry and natural resource conservation | | | |
| AE.6-8.33 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.34 | Demonstrates safety practices related to forestry and natural resources | | | |
| AE.6-8.35 | Explores employment and career opportunities in forestry and natural resources | | | |
| AE.6-8.36 | Develops skills in selected practices that relate to the forestry and natural resources industry | | | |

## Georgia's Quality Core Curriculum

# Grade 8

*Georgia's Quality Core Curriculum*

# Language Arts
# Grade 8

# Introduction to Language Arts
# Quality Core Curriculum
# K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

# Language Arts
## QCC Scope and Sequence

**Oral Communication**
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Listens and speaks in informal conversations with peers and adults. | * | | | | | | | | | |
| Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults. | | * | * | * | * | * | * | * | * | * |
| Listens to a variety of literary forms, including stories and poems. | * | * | * | | | | | | | |
| Listens and responds to a variety of literary forms. | | | | * | * | | | | | |
| Listens and responds to a variety of literary forms including prose, poetry, and drama. | | | | | | * | * | * | * | * |
| Follows one- and two-part oral directions. | * | | | | | | | | | |
| Follows two- and three-part oral directions. | | * | | | | | | | | |
| Follows three-part oral directions. | | | * | | | | | | | |
| Follows multiple oral directions. | | | | * | * | * | | | | |
| Follows oral directions and asks questions for clarification. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## *QCC Scope and Sequence*

**Oral Communication**
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Repeats auditory sequences: letters, words, numbers, and rhythmic patterns. | * | | | | | | | | | |
| Recognizes rhyming words. | * | | | | | | | | | |
| Recites short poems, rhymes, songs, and stories with repeated patterns. | * | | | | | | | | | |
| Participates in choral speaking and creative drama. | * | | | | | | | | | |
| Recalls information presented orally. | | * | | | | | | | | |
| Recalls and interprets information presented orally. | | | * | | | | | | | |
| Uses oral language for different purposes: to inform, to persuade, and to entertain. | | | * | * | * | * | * | * | * | |
| Recalls, interprets, and summarizes information presented orally. | | | | * | * | * | * | * | * | * |
| Delivers a planned oral presentation. | | | | | | * | * | * | * | |
| Adjusts manner and style of speaking to suit an audience and situation. | | | | | | * | * | * | * | |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

### Oral Communication
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Speaks so others can hear and understand. | | | | | | | | | | * |
| Defends conclusions rationally. | | | | | | | | | | * |
| Paraphrases and discusses information. | | | | | | * | * | * | * | * |
| Summarizes and/or records orally presented information. | | | | | | * | * | * | * | * |
| Interprets the meaning of questions in order to give an appropriate response. | | * | | | | | | | | |
| Responds to questions on orally presented materials. | | | * | | | | | | | |
| Responds appropriately to various types of questions on orally presented material. | | | | * | | | | | | |
| Responds to literal, inferential, and evaluative questions on orally presented material. | | | | | * | * | * | * | * | * |
| Increases vocabulary to reflect a growing range of interests and knowledge. | * | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

**Oral Communication**
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Communicates effectively when using descriptive language, relating experiences, and retelling stories. | * | | | | | | | | | |
| | | | | | | | | | | |
| Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Uses a variety of language patterns and sentence structures. | | * | * | | | | | | | |
| | | | | | | | | | | |
| Uses increasingly complex sentence structures in oral communication. | | | * | * | * | * | | | | |
| | | | | | | | | | | |
| Determines the literal and figurative meaning of words. | | | | | * | * | | | | |
| | | | | | | | | | | |
| Demonstrates an understanding of words and ideas when heard in context. | | * | | | | | | | | |
| | | | | | | | | | | |
| Determines the meaning of a word based on how it is used in an orally presented sentence. | | | * | * | * | | | | | |
| | | | | | | | | | | |
| Adjust manner and style of speaking to suit an audience and situation. | | | | | | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
# QCC Scope and Sequence

## Oral Communication
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Uses grade/age appropriate standard American English when communicating orally. | | | * | * | * | * | | | | |
| Paraphrases and discusses information. | | | | | | * | * | * | * | |
| Begins to discriminate between spoken words and sentences. | * | | | | | | | | | |
| Summarizes and/or records orally presented information. | | | | | | | * | * | * | |
| Blends sounds orally to make words. | * | * | * | * | | | | | | |
| Divides words into syllables. | | * | * | * | | | | | | |
| Participates in oral presentations. | | | | | | | * | * | * | * |
| Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions. | | | | | | | * | * | * | |
| Develops awareness of nonverbal communication such as gestures, body language, and facial expressions. | | | | | | | * | * | * | * |
| Uses standard conventions of American English in appropriate settings. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# *Langu[illegible]e Arts*
# *QCC Scope and Sequence*

## Oral Communication
*Listening/Speaking*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Listens and responds to various language patterns and literary forms including regional examples (dialect). | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Responds to literal, inferential, and critical questions. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Determines the denotative and connotative meanings of words in oral context. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Records orally presented information (note-taking). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Critically responds to various media. Evaluates messages and effect of mass media. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible]e Arts
## *QCC Scope and Sequence*

**Written Communication**
*Reading*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Recognizes own name in print. | * | | | | | | | | | |
| Recognizes words in familiar contexts. | * | | | | | | | | | |
| Recognizes common signs and logos. | * | | | | | | | | | |
| Holds print materials in correct position. | * | | | | | | | | | |
| Demonstrates left-to-right and top-to-bottom progression. | * | | | | | | | | | |
| Discriminates visual similarities and differences in words. | * | | | | | | | | | |
| Distinguishes between written letters, words, and sentences. | * | | | | | | | | | |
| Identifies upper- and lower-case letters of the alphabet out of sequence. | * | | | | | | | | | |
| Associates sounds with letters. | * | | | | | | | | | |
| Verbalizes consonant sound when shown the consonant letter. | * | | | | | | | | | |
| Recognizes rhyming words (e.g., CVC words, word families, etc.). | * | | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Reads selected sight words. | * | | | | | | | | | |
| Recalls orally a series of three visually presented items. | * | | | | | | | | | |
| Uses words that signal sequence relationships such as first, next, and last. | * | | | | | | | | | |
| Classifies by characteristics such as color, size, shape, structure, and function. | * | | | | | | | | | |
| Sequences pictures to tell a story. | * | | | | | | | | | |
| Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes. | * | | | | | | | | | |
| Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings. | * | | | | | | | | | |
| Increases vocabulary to reflect a growing range of interests and knowledge. | * | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

**Written Communication**
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences. | | * | | | | | | | | |
| | | | | | | | | | | |
| Classifies and categorizes words into sets and groups with common characteristics. | | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Follows written directions. | | | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Reads a variety of materials for information and pleasure. | | | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Reads for a variety of purposes in different kinds of texts. | | | | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Applies phonetic strategies to read by: | | | | | | | | | | |
| Using initial consonant substitution in rhyming words and word families. | | * | | | | | | | | |
| Using beginning, medial, and ending consonants to orally decode one and two syllable words. | | * | | | | | | | | |
| Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words. | | * | | | | | | | | |
| Using consonant blends and diagraphs to orally decode one- and two-syllable words. | | * | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## *QCC Scope and Sequence*

**Written Communication**

*Reading*

| **The Student:** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9_12** |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Applies phonetic strategies to read by: | | | | | | | | | | |
| Using initial consonant substitution in rhyming words and word families. | | | * | * | * | * | | | | |
| Using beginning, medial, and ending consonants to orally decode words. | | | * | * | * | * | | | | |
| Using short, long, and "r" controlled vowel sounds to orally decode words. | | | * | * | * | * | | | | |
| Using consonant blends, digraphs, and diphthongs to orally decode words. | | | * | * | * | * | | | | |
| | | | | | | | | | | |
| Uses word order and sentence structure to read. (Syntax-"Does it sound right?") | | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?") | | * | | | | | | | | |
| | | | | | | | | | | |
| Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?") | | | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Increases existing sight vocabulary (instant recognition). | | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
# QCC Scope and Sequence

## Written Communication
*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. | | * | * | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Reads with fluency and expression. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Identifies the main characters. | | * | * | * | * | | | | | |
| | | | | | | | | | | |
| Identifies the characters' actions, motives, emotions, traits, and feelings. | | * | * | * | * | * | | | | |
| | | | | | | | | | | |
| Draws conclusions and makes predictions and comparisons. | | * | * | | | | | | | |
| | | | | | | | | | | |
| Draws conclusions, makes predictions, compares/contrasts, and makes generalizations. | | | | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

**Written Communication**

*Reading*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Distinguishes between fact and opinion. | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama). | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es." | | * | * | * | * | * | | | | |
| | | | | | | | | | | |
| Uses knowledge of root words, prefixes, and suffixes in word recognition. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes simple word opposites. | * | * | * | | | | | | | |
| | | | | | | | | | | |
| Uses knowledge of synonyms, antonyms, and homophones when reading. | | | | * | * | * | * | * | * | |
| | | | | | | | | | | |
| Identifies story development, author's purpose, and point of view. | | | | | | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## *Langu[illegible]e Arts*
## *QCC Scope and Sequence*

**Written Communication**

*Reading*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses context clues to determine meaning of unknown words. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Adjusts reading speed according to purpose and rereads for comprehension. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes persuasion techniques in propaganda and advertising. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Literature*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Experiences traditional and contemporary literature through a variety of media. | * | * | * | * | * | * | * | * | * | * |
| Responds to literal, inferential, and evaluative questions about literature. | * | * | * | * | * | * | * | * | * | * |
| Responds appropriately to questions about author's purpose, techniques, character development, and plot structure. | | | | | * | * | * | * | * | * |
| Demonstrates an interest in various types of self-selected literature through daily reading. | | * | * | * | * | * | * | * | * | * |
| Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama). | | * | * | * | * | * | | | | |
| Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths). | | | | | | | * | * | * | * |
| Discriminates between realism and fantasy. | | * | * | * | | | | | | |
| Distinguishes between fact and opinion. | | | | | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

### Written Communication
*Literature*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Recognizes cultural diversity represented in literature. | * | * | * | * | * | * | * | * | * | * |
| Responds to literal, inferential, and critical questions about literature. |  |  |  |  |  |  | * | * | * | * |
| Recognizes bias and stereotypes. |  |  |  |  |  |  | * | * | * | * |
| Recognizes relevance of data. |  |  |  |  |  |  | * | * | * | * |
| Interprets written instructions and other directive information. |  |  |  |  |  |  | * | * | * | * |
| Applies reading strategies to specific content and subject matter. |  |  |  |  |  |  | * | * | * | * |
| Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view. |  |  |  |  |  |  | * | * | * | * |
| Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.). |  |  |  |  |  |  | * | * | * | * |
| Experiences traditional and contemporary literature through a variety of media. |  |  |  |  |  |  | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## *Language Arts*
## *QCC Scope and Sequence*

**Written Communication**

*Literature*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Recognizes writer's purpose in fiction and nonfiction. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes cultures and values represented in literature. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Recognizes that literature reflects human experience. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Responds creatively to literature, drama, art, and multimedia projects. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Identifies and chooses literature according to personal interests. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Langu[illegible]e Arts
## QCC Scope and Sequence

**Written Communication**
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Dictates information for experience stories. | * | | | | | | | | | |
| Uses examples from literature to create individual and group stories. | * | * | * | * | * | * | * | * | * | |
| Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | * | | | | | | | | | |
| Uses correct spelling for frequently used sight vocabulary. | | * | * | * | * | * | * | * | * | * |
| Uses learned phonetic strategies to spell correctly. | | * | * | * | * | * | | | | |
| Writes a minimum of three sentences about a topic. | | * | * | | | | | | | |
| Writes a short paragraph about a topic. | | | | * | | | | | | |
| Writes selections (compositions) of three or more paragraphs about a topic. | | | | | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

**Written Communication**
*Writing*

| **The Student:** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words. | | * | * | | | | | | | |
| Writes about self-selected topics. | | | | * | * | * | * | * | * | * |
| Writes in a variety of genres to produce paragraphs and compositions: | | | | | | | | | | |
| Personal narratives | | | | * | * | * | * | * | * | * |
| Imaginative stories | | | | * | * | * | * | * | * | * |
| Responses to literature | | | | * | * | * | * | * | * | * |
| Content area pieces | | | | * | * | * | * | * | * | * |
| Correspondence (including writing letters and addressing envelopes). | | | * | * | * | * | * | * | * | * |
| Expository Pieces | | | | | | * | * | * | * | * |
| Persuasive Pieces | | | | | | | * | * | * | * |
| Applies correct principles of grammar: | | | | | | | | | | |
| Writes complete sentences | | | * | | | | | | | * |
| Uses correct capital letters | | | * | | | | | | | * |
| Uses correct punctuation | | | * | | | | | | | * |
| Applies correct rules of usage and expression. | | | * | | | | | | | * |
| Applies correct principles of grammar, parts of speech, usage, and mechanics: | | | | | | | | | | |
| Writes complete sentences | | | | * | | | | | | * |
| Uses correct capitalization and punctuation | | | | * | | | | | | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses correct word structure | | | | * | | | | | | * |
| Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory | | | | * | | | | | | |
| Identifies the parts of a sentence in various sentence patterns (simple subject and predicate). | | | | * | | | | | | |
| Forms singular, plural, and possessive nouns. | | | | * | | | | | | |
| Applies standard conventions of American English in subject-verb agreement | | | | * | | | | | | * |
| Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences | | | | * | | | | | | |
| | | | | | | | | | | |
| Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.) | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Communicates ideas by using the writing process: | | | | | | | | | | |
| PREWRITING | | | | | | | | | | |
| Generates ideas | | * | * | * | * | * | * | * | * | * |
| DRAFTING | | | | | | | | | | |
| Focuses on topic | | * | * | * | * | * | * | * | * | * |
| Uses prewriting ideas to complete first draft | | * | * | * | * | * | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| REVISING | | | | | | | | | | |
| Expands use of descriptive words | | * | * | * | * | * | * | * | * | * |
| Improves sequence | | | * | * | * | * | * | * | * | * |
| Adds variety of sentence types | | | * | * | * | * | * | * | * | * |
| Organizes writing to include a clear beginning, middle, and ending. | | | * | * | * | * | * | * | * | * |
| EDITING | | | | | | | | | | |
| Begins each sentence and proper noun with a capital letter | | * | * | * | * | * | * | * | * | * |
| Uses correct spelling | | * | * | * | * | * | * | * | * | * |
| Uses appropriate punctuation | | * | * | * | * | * | * | * | * | * |
| Uses complete sentences | | * | * | * | * | * | * | * | * | * |
| PUBLISHING | | | | | | | | | | |
| Shares writing with others. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Increases writing vocabulary. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Uses descriptive words and phrases. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Uses various organizational strategies, styles, and purposes. | | | | | | * | | | | |
| | | | | | | | | | | |
| Experiments with organization, style, purpose, and audience. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses available technology to assist in writing. | | * | * | * | * | * | * | * | * | * |
| | | | | | | | | | | |
| Uses left to right pattern of writing. | * | | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible]e Arts
## QCC Scope and Sequence

**Written Communication**
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Prints name, self-selected words, and letters of the alphabet. | * | | | | | | | | | |
| Copies simple shapes, designs, numerals, and letters. | * | | | | | | | | | |
| Prints legibly: | | | | | | | | | | |
| Correctly forms letters and numbers; | | * | * | | | | | | | |
| Correctly spaces words and sentences. | | * | * | | | | | | | |
| Begins to recognize cursive letters. | | | * | | | | | | | |
| Writes legibly: | | | | | | | | | | |
| Correctly forms letters and numbers | | | | * | * | * | * | * | * | |
| Correctly spaces words and sentences | | | | * | * | * | * | * | * | |
| Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence. | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

### Written Communication
*Writing*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| Uses various types of writing (personal, academic, business, and vocational). | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Uses dialogue in writing. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Composes and revises using a computer. | | | | | | | | | | * |

* Standards will be reinforced as necessary each subsequent year

## Langu[illegible]e Arts
## *QCC Scope and Sequence*

### Written Communication
*Grammar and Usage*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory. | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs. | | | | | * | * | | | | |
| | | | | | | | | | | |
| Identifies the eight parts of speech and their uses in a sentence. | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Identifies the parts of a sentence in various sentence patterns: | | | | | | | | | | |
| subjects (simple and compound) | | | | | * | | | | | |
| predicates (simple and compound) | | | | | * | | | | | |
| modifiers | | | | | * | | | | | |
| | | | | | | | | | | |
| Identifies the parts of a sentence in various sentence patterns: | | | | | | | | | | |
| subject (simple and compound) | | | | | | * | * | * | * | |
| predicates (simple and compound) | | | | | | * | * | * | * | |
| modifiers (words and prepositional phrases) | | | | | | * | * | * | * | |
| complements (predicate adjectives, predicate nominative, direct objects) | | | | | | | * | * | * | |
| | | | | | | | | | | |
| Forms singular, plural, and possessive nouns. | | | | | * | * | * | * | * | * |

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* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Grammar and Usage*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Identifies principal parts and tenses of regular and irregular verbs. | | | | | • | • | • | • | • | |
| | | | | | | | | | | |
| Identifies types of pronouns: subject, object, possessive. | | | | | • | • | • | • | • | |
| | | | | | | | | | | |
| Writes simple and compound sentences and avoids fragments and run-on sentences. | | | | | • | • | • | • | • | • |
| | | | | | | | | | | |
| Applies standard conventions of American English in: | | | | | | | | | | |
| Subject-verb agreement | | | | | • | • | • | • | • | • |
| Cases of personal pronouns | | | | | • | • | • | • | • | • |
| Principal parts of verbs | | | | | • | • | • | • | • | • |
| Comparisons of adjectives and adverbs | | | | | • | • | • | • | • | • |
| Pronoun/Antecedent | | | | | | | • | • | • | • |
| | | | | | | | | | | |
| Applies standard rules of capitalization. | | | | | • | • | • | • | • | • |
| | | | | | | | | | | • |
| Applies standard rules of punctuation. | | | | | • | • | • | • | • | • |
| | | | | | | | | | | |
| Spells frequently used words correctly and applies common spelling rules. | | | | | • | • | • | • | • | • |
| | | | | | | | | | | |
| Identifies types of pronouns such as personal, interrogative, demonstrative. | | | | | | | • | • | • | |

• Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Grammar and Usage*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Writes simple and compound sentences and avoids run-ons and nonfunctional fragments. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Combines sentences using coordination (i.e., compound sentences). | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing. | * | | | | | | | | | |
| | | | | | | | | | | |
| Alphabetizes words to the first letter. | | * | | | | | | | | |
| | | | | | | | | | | |
| Alphabetizes words to the second letter. | | | * | | | | | | | |
| | | | | | | | | | | |
| Alphabetizes words to the third letter. | | | | * | | | | | | |
| | | | | | | | | | | |
| Uses alphabetical order to locate information. | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Uses picture dictionaries as information sources. | | * | | | | | | | | |
| | | | | | | | | | | |
| Uses beginning dictionaries as information sources. | | | * | | | | | | | |
| | | | | | | | | | | |
| Uses abridged dictionaries to identify appropriate word meanings or correct spellings. | | | | * | * | | | | | |
| | | | | | | | | | | |
| Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information. | | | | | | * | * | * | * | |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses guide words to locate words in dictionaries and topics in encyclopedias. | | | * | | | | | | | |
| | | | | | | | | | | |
| Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information. | | | | * | | | | | | |
| | | | | | | | | | | |
| Uses guide words to locate information. | | | | | * | * | * | * | * | |
| | | | | | | | | | | |
| Determines appropriate resource to answer specific questions. | | | | | * | | | | | |
| | | | | | | | | | | |
| Locates information using the appropriate reference resources. | | | | | | * | * | * | * | * |
| | | | | | | | | | | |
| Recognizes the organization of fiction and nonfiction books in the media center. | | * | * | * | | | | | | |
| | | | | | | | | | | |
| Uses call numbers to locate information in the media center. | | | | | * | | | | | |
| | | | | | | | | | | |
| Recognizes the author, illustrator, and title as identifying items of information about a book. | | * | | | | | | | | |
| | | | | | | | | | | |
| Recognizes the purpose of the title page and the table of contents. | | * | | | | | | | | |

* Standards will be reinforced as necessary each subsequent year

# Language Arts
## QCC Scope and Sequence

**Written Communication**

*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses book parts including the title page, table of contents, and glossary as information sources. | | | • | | | | | | | |
| | | | | | | | | | | |
| Uses book parts including title page, table of contents, index and glossary as information sources. | | | | • | • | | | | | |
| | | | | | | | | | | |
| List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date. | | | | | | • | • | • | • | • |
| | | | | | | | | | | |
| Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources. | | • | | | | | | | | |
| | | | | | | | | | | |
| Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources. | | | • | | | | | | | |
| | | | | | | | | | | |
| Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information. | | | | • | • | | | | | |

• Standards will be reinforced as necessary each subsequent year

## Language Arts
## QCC Scope and Sequence

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic. | | | | • | | | | | | |
| | | | | | | | | | | |
| Skims material to locate specific information. | | | | • | | | | | | |
| | | | | | | | | | | |
| Develops a simple outline from a short selection. | | | | | • | • | • | • | • | |
| | | | | | | | | | | |
| Uses cross reference in multiple types of sources. | | | | | | • | • | • | • | |
| | | | | | | | | | | |
| Uses the media center and available technology as sources of information and pleasure. | | • | • | • | • | • | • | • | • | • |
| | | | | | | | | | | |
| Recognizes differences in paraphrasing, summarizing, and plagiarizing. | | | | | | | • | • | • | |
| | | | | | | | | | | |
| Recognizes organizational systems used for collections or reference sources. | | | | | | | • | • | • | |

• Standards will be reinforced as necessary each subsequent year

# Langu[illegible]e Arts
## QCC Scope and Sequence

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Uses research process by: | | | | | | | | | | |
| -Choosing topic | | | | | * | * | * | * | * | * |
| -Formulating questions | | | | | * | * | * | * | * | * |
| -Identifying key words | | | | | * | * | * | * | * | * |
| -Selecting sources | | | | | * | * | * | * | * | * |
| -Skimming | | | | | * | * | * | * | * | * |
| -Paraphrasing | | | | | * | * | * | * | * | * |
| -Taking notes | | | | | * | * | * | * | * | * |
| -Organizing | | | | | * | * | * | * | * | * |
| -Presenting | | | | | * | * | * | * | * | * |
| | | | | | | | | | | |
| Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Analyzes information to determine relevance to topic. | | | | | | | * | * | * | * |
| | | | | | | | | | | |
| Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases). | | | | | | | * | * | * | * |

* Standards will be reinforced as necessary each subsequent year

## Language Arts
## *QCC Scope and Sequence*

**Written Communication**
*Reference-Study*

| The Student: | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9_12 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| Selects main ideas and supporting details from two or more sources and creates an outline. | | | | | | | • | • | • | |
| | | | | | | | | | | |
| Documents sources with reference citations (bibliography or footnotes). | | | | | | | • | • | • | • |
| | | | | | | | | | | |
| Uses a study technique: | | | | | | | | | | |
| PQRST (preview, question, read, study, test) | | | | | • | • | • | • | • | |
| SQ3R (survey, question, read, review, report) | | | | | • | • | • | • | • | |
| PQ4R (preview, question, research, read, review, report) | | | | | • | • | • | • | • | |
| 4R (research, read, review, report) | | | | | • | • | • | • | • | |
| | | | | | | | | | | |
| Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.). | | | | | | | • | • | • | |
| | | | | | | | | | | |
| Works as a team to solve problems. | | | | | | | | | | • |

• Standards will be reinforced as necessary each subsequent year

# Introduction to Language Arts
## Quality Core Curriculum
## 6-8

As a part of the Quality Core Curriculum (QCC) revision process, language arts teachers, school administrators, college professors, and business leaders from across Georgia reviewed and revised the language arts curriculum in grades K-12. The team was subdivided into three groups, K-5, 6-8, and 9-12. Careful consideration was given to every content standard, and the committees reached consensus about the inclusion and wording of each one.

Three points are noteworthy about the standards in grades 5-8. One, to ensure a thorough foundation of knowledge for high school, content standards have been deliberately repeated and spiraled from one grade level to the next. Two, a seventh strand, grammar and usage, has been added to the six existing strands. Three, technology has been incorporated in all appropriate objectives.

The intent of the committee has been to produce a curriculum document that is readable, concise, measurable, sequential, achievable, and most of all, usable. The document allows teachers to make implementation decisions on a local level for the improvement of education of Georgia's students.

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|

## Language Arts: Grade 8

### Grammar and Usage

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.8.1 | Writes sentences according to purpose: declarative, interrogative, imperative, and exclamatory | | | |
| LA.8.2 | Recognizes the functions of the eight parts of speech | | | |
| LA.8.3 | Analyzes the parts of a sentence in simple, compound, complex, compound-complex sentences:<br>-subjects<br>-predicates<br>-complements (predicate adjectives, predicate nominative, direct objects, indirect objects)<br>-modifiers (words, phrases, clauses)<br>-appositives | | | |
| LA.8.4 | Forms singular, plural, and possessive nouns | | | |
| LA.8.5 | Uses principal parts of regular and irregular verbs to form the indicative mood in active and passive voice, progressive form, and emphatic form | | | |
| LA.8.6 | Uses types of pronouns such as personal, interrogative, demonstrative, indefinite, and relative | | | |
| LA.8.7 | Writes simple, compound, complex, and compound-complex sentences. Avoids run-on sentences and nonfunctional fragments | | | |
| LA.8.8 | Combines sentences using coordination and subordination | | | |
| LA.8.9 | Recognizes and uses verbals and verbal phrases (gerunds, participles, and infinitives) | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.8.10 | Applies standards of American English in<br>-subject-verb agreement<br>-cases of personal pronouns<br>-pronoun-antecedent agreement<br>-principal parts of verbs<br>-comparisons of adjectives and adverbs | | | |
| LA.8.11 | Applies standard rules of capitalization and punctuation | | | |
| LA.8.12 | Spells frequently used words correctly and applies common spelling rules | | | |
| ***Listening*** | | | | |
| LA.8.13 | Expands listening vocabulary | | | |
| LA.8.14 | Follows oral directions and asks questions for clarification | | | |
| LA.8.15 | Listens and responds to various forms of literature such as prose, poetry, and drama | | | |
| LA.8.16 | Demonstrates an awareness and appreciation of the richness and diversity of language | | | |
| LA.8.17 | Determines the denotative and connotative meanings of words in oral context | | | |
| LA.8.18 | Records, summarizes, organizes, interprets, compares, and contrasts information presented orally. | | | |
| LA.8.19 | Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals). | | | |
| LA.8.20 | Analyzes literal, inferential, and critical questions | | | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Literature*** | | | | |
| LA.8.21 | Discusses various literary forms (short stories, novels, epics, folk tales, poems, dramas, essays, and myths) | | | |
| LA.8.22 | Answers literal, inferential, and critical questions about literature | | | |
| LA.8.23 | Uses literary elements and techniques such as plot, setting, theme, character, characterization, conflict, figurative language, and point of view to analyze literature | | | |
| LA.8.24 | Analyzes elements of poetry such as rhyme, rhythm, stanza, simile, metaphor, allusion, onomatopoeia, personification, and alliteration | | | |
| LA.8.25 | Experiences traditional and contemporary literature through a variety of media | | | |
| LA.8.26 | Analyzes differences between fiction and nonfiction | | | |
| LA.8.27 | Explains how cultures and values are represented in literature | | | |
| LA.8.28 | Analyzes the influences of human experiences on literary work | | | |
| LA.8.29 | Responds creatively to literature (e.g., drama, art, multi-media projects, and essays) | | | |
| LA.8.30 | Identifies and chooses literature according to personal interests. | | | |
| ***Reading*** | | | | |
| LA.8.31 | Reads a variety of materials for information | | | |
| LA.8.32 | Reads a variety of materials for pleasure | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.8.33 | Expands reading vocabulary | | | |
| LA.8.34 | Applies word recognition strategies (e.g., roots, affixes, and compound words) to acquire new vocabulary | | | |
| LA.8.35 | Uses context clues to determine meanings of unknown words | | | |
| LA.8.36 | Interprets literal and nonliteral meanings of words and phrases | | | |
| LA.8.37 | Recognizes semantic and syntactic relationships | | | |
| LA.8.38 | Adjusts reading speed according to purpose and rereads for comprehension | | | |
| LA.8.39 | Interprets written instructions | | | |
| LA.8.40 | Analyzes explicit and implicit main ideas, details, sequence of events, and cause-effect relationships | | | |
| LA.8.41 | Makes comparisons, predictions, and generalizations and draws conclusions | | | |
| LA.8.42 | Analyzes relevance of data | | | |
| LA.8.43 | Analyzes fact and opinion, persuasion techniques, bias, and stereotyping | | | |
| LA.8.44 | Applies reading strategies (e.g., literal comprehension, context clues, and main ideas) to specific content material and subject matter | | | |
| LA.8.45 | Analyzes differences between fiction and nonfiction | | | |

## References and Study Skills

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.8.46 | Uses a research process that includes selecting topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting | | | |
| LA.8.47 | Locates and uses information in card catalogs, periodical indices, microforms, and multi-media electronic technologies | | | |
| LA.8.48 | Uses interviewing to gather information | | | |
| LA.8.49 | Selects relevant information about a topic from various sources | | | |
| LA.8.50 | Presents information without plagiarizing | | | |
| LA.8.51 | Selects main ideas and supporting details from multiple sources and creates an outline | | | |
| LA.8.52 | Documents sources with reference citations | | | |
| LA.8.53 | Organizes retrieved information using strategies such as note-taking, graphic organizers, SQ3R (Survey, Question, Read, Review, Report), and outlining | | | |
| LA.8.54 | Develops strategies for taking tests in different formats (multiple choice, sentence completion, and essay) | | | |
| LA.8.55 | Uses media center as a source of information and pleasure | | | |

## Speaking

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.8.56 | Expands speaking vocabulary | | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.8.57 | Communicates effectively through oral expression | | | |
| LA.8.58 | Adjusts manner and style of speaking to suit audience and situation | | | |
| LA.8.59 | Demonstrates a sense of audience in preparing and delivering oral presentations | | | |
| LA.8.60 | Makes presentations from prepared materials | | | |
| LA.8.61 | Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and storytelling | | | |
| LA.8.62 | Uses nonverbal cues effectively (e.g., gestures, body language, and facial expressions) | | | |
| LA.8.63 | Uses standards of American English in appropriate settings | | | |
| ***Writing*** | | | | |
| LA.8.64 | Uses a writing process that includes prewriting, drafting, revising, editing (can involve peer editing), proofreading, and publishing | | | |
| LA.8.65 | Writes paragraphs that include unifying ideas and supporting details (may include topic sentence and clincher sentence) | | | |
| LA.8.66 | Uses transitions within and between paragraphs | | | |
| LA.8.67 | Produces paragraphs and compositions for a variety of purposes (exposition, narration, description, and persuasion) | | | |
| LA.8.68 | Expands writing vocabulary | | | |

632

683

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| LA.8.69 | Writes with organization, style, and sense of audience | | | |
| LA.8.70 | Produces various types of writing (personal, academic, business, and vocational) | | | |
| LA.8.71 | Uses descriptive words and phrases | | | |
| LA.8.72 | Uses dialogue in writing | | | |
| LA.8.73 | Applies grammatical and mechanical conventions to writing | | | |
| LA.8.74 | Correctly spells frequently used words and commonly confused words (e.g., accept, except) in paragraphs and compositions | | | |
| LA.8.75 | Uses available electronic techniques in writing | | | |
| LA.8.76 | Writes legibly | | | |

Georgia's Quality Core Curriculum

# Mathematics
# Grade 8

# Introduction to Mathematics
# Quality Core Curriculum
## 6-8

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers,* will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics and with other disciplines. The common strands - Problem Solving, Computation & Estimation, Number & Number Relationships, Number Systems & Number Theory, Geometry, Measurement, Statistics, Probability, Patterns & Functions, and Algebra - are integrated throughout the curriculum to provide cohesion and continuity and to ensure smooth transitions throughout the K-12 curriculum.

The content standards in the Mathematics 6-8 QCC are categorized by these strands. Some content strands relate to all strands, and are listed first at each grade level. Then, for convenience, the strands are listed alphabetically with their corresponding content standards.

The Mathematics QCC is designed to support teachers as they instructionally maximize each student's mathematical experiences. Teachers are urged to provide opportunities for upward movement through the curriculum, so that students are not restricted to their current grade level. Knowledge acquisition requires a transition from concrete, through pictorial, to abstract for all students at all levels and ages. The use of concrete objects (manipulatives) and visual models is vital for students to understand concepts and explore processes.

Incorporating technology into instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning process. Scientific calculators and computers are essential tools for learning and doing mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

Communication is a vital link in the QCC. Thinking, speaking, writing, and applying mathematics are invaluable assets. Teaching students these skills can be facilitated through questioning, discussions, reports, projects, journals, oral presentations, experiments, summarizing collected data, and hypothesizing. Collectively, these experiences help students make transitions from informal, intuitive ideas to more abstract and symbolic mathematical language. Reading, writing, and discussing mathematics promote clarity of thought and facilitate deeper understanding of concepts and ideas. Students will improve and gain confidence in their own abilities to explain, defend, and make conjectures.

The middle school curriculum has been reviewed and revised to ensure that students completing the eighth grade will have had the content necessary for success in Algebra I. The content of the high school prealgebra course is now incorporated throughout the middle school curriculum, with major emphasis in the eighth grade.

The Mathematics QCC Revision Team has carefully considered and incorporated the curriculum standards proposed by national and state initiatives, as well as revision evaluation suggestions made by thousands of Georgians. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

## Mathematics: Grade 8

***All Strands: Problem Solving; Algebra; Computation & Estimation; Geometry; Measurement; Number & Number Relationships; Number Systems & Number Theory; Patterns & Functions; Probability; Statistics***

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.1 | Solves problems, reasons, and estimates throughout mathematics.<br>- Selects and uses problem-solving strategies such as reading the problem, drawing a picture or diagram, using trial and error, making a table or chart, looking for patterns, making a simpler problem and then generalizing, working backwards, etc.<br>- Selects and uses appropriate tools (such as mental computation, calculators, manipulative materials, paper and pencil, computer) in solving problems.<br>- Uses appropriate estimation strategies (such as front-end, breaking numbers apart, compatible numbers, guess and check, clustering, rounding, compensation) to check the reasonableness of results.<br>- Solves nonroutine problems for which the answer is not obvious.<br>- Relates concepts and skills to practical applications. | Problem Solving Strategies,<br>Reasoning,<br>Estimation Strategies,<br>Mental Computation | Appropriate Methods and Tools<br>Applications | |
| M.8.2 | Describe orally and in writing, using the appropriate mathematical vocabulary, mathematical concepts and procedures, such as solving a word problem or computing. | Communication,<br>Reasoning | Vocabulary | |
| M.8.3 | Uses scientific calculator and computer skills to solve problems, to discover patterns and sequences, to investigate situations and draw conclusions. | Technology,<br>Calculator Skills,<br>Computer Skills,<br>Problem Solving,<br>Reasoning | Pattern,<br>Sequence | |
| M.8.4 | Uses computer software and applications to research, investigate, and analyze data using charts, tables, graphs, or other presentation forms. | Technology,<br>Computer Skills,<br>Charts,<br>Tables,<br>Graphs | Research,<br>Investigation,<br>Data Analysis | |
| ***Algebra*** | | | | |
| M.8.5 | Identifies the use of a variable as a placeholder in algebraic expressions, equations, and inequalities. | Expressions,<br>Equations,<br>Inequalities | Variable | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.6 | Uses signs or symbols to represent words, phrases, numbers, or quantities. | Expressions | Symbol,<br>Variable,<br>Equality,<br>Inequality | |
| M.8.7 | Translates English phrases and sentences into mathematical/algebraic expressions, equations, and inequalities. | Equations,<br>Expressions,<br>Inequalities | Variable,<br>Symbol,<br>Solving Equations | |
| M.8.8 | Determines the number that makes a given number sentence true using the properties of equations. | Number Sentences | Variable | |
| M.8.9 | Uses order of operations to simplify numerical expressions. | Expressions | Order of Operations | |
| M.8.10 | Evaluates algebraic expressions using substitution. | Expressions | Variable | |
| M.8.11 | Solves single- and multi-step algebraic equations (including formulas) and inequalities using addition, subtraction, multiplication, and division. | Equations,<br>Inequalities,<br>Formulas | Variable | |
| M.8.12 | Finds the absolute value of any real number. | Real Numbers | Absolute Value | |
| M.8.13 | Sets up a proportion and solves for the missing term in a proportion. | Proportion | Variable | |
| M.8.14 | Graphs simple and compound inequalities on a number line. | Inequalities,<br>Graphing | Number Line | |
| ***Algebra; Patterns & Functions*** | | | | |
| M.8.15 | Examines relations (functions) to determine how changes in one variable can effect another variable (e.g., Given b = 2a. If a = 2, then b = 4. If a = 3, then b = 6). | Relations,<br>Functions | Variable,<br>Dependent,<br>Independent | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **Algebra; Problem Solving** | | | | |
| M.8.16 | Writes and solves an equation or simple inequality for a given word problem | Problem Solving,<br>Equations,<br>Inequalities | | |
| **Algebra; Geometry; Measurement** | | | | |
| M.8.17 | Applies formulas (e.g., area, perimeter, circumference, volume, surface area), including investigating and using the Pythagorean Theorem | Formulas,<br>Pythagorean Theorem | Perimeter,<br>Area,<br>Circumference,<br>Volume,<br>Surface Area | |
| **Computation & Estimation** | | | | |
| M.8.18 | Adds, subtracts, multiplies, and divides integers and other rational numbers | Integers,<br>Fractions,<br>Decimals | Rational Numbers | |
| M.8.19 | Performs computations mentally using strategies such as multiples of ten, powers of ten, compensation, breaking apart numbers, or compatible numbers | Mental Computation Strategies | Multiples,<br>Powers,<br>Compensation,<br>Compatible Numbers | |
| **Geometry** | | | | |
| M.8.20 | Classifies plane and solid geometric figures based on their properties/characteristics (number or length of sides, angle measures, edges, faces, or vertices). This includes quadrilaterals (trapezoid, parallelogram, square, rectangle, rhombus); triangles (acute, obtuse, right, equilateral, isosceles, scalene); solids (prism, pyramid, cone, cylinder, sphere), and n-gons (pentagon, hexagon, octagon). | Geometric Figures,<br>Plane Figures,<br>Solid Figures,<br>Polygons | Edge,<br>Face,<br>Vertex,<br>n-gon | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.21 | Identifies physical and symbolic representations using appropriate labeling of geometric figures, such as points, lines, line segments, rays, polygons, vertices, angles, and diagonals. | Geometric Figures | Symbol,<br>Point,<br>Line,<br>Line Segment,<br>Ray,<br>Polygon,<br>Vertex,<br>Angle,<br>Diagonal | |
| M.8.22 | Uses properties to determine similarity and congruency of geometric figures. | Geometric Figures | Similarity,<br>Congruence | |

### Geometry; Problem Solving

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.23 | Solves problems by using the property that the sum of the measures of the angles in a triangle is 180°. | Triangles | Angle,<br>Triangle | |
| M.8.24 | Uses geometric figures, properties, and relations to solve problems. | Geometric Properties,<br>Geometric Figures | | |

### Geometry; Algebra

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.25 | Identifies and graphs an ordered pair of integers on a four-quadrant coordinate plane. | Graphing,<br>Integers | Ordered Pair,<br>Coordinate Plane | |

### Geometry; Measurement; Patterns & Functions

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.26 | Analyzes effects of basic transformations on geometric shapes. | Transformations | Reflection,<br>Rotation,<br>Translation | |
| M.8.27 | Determines how changing a linear measure on a geometric figure affects area and volume. | Transformations | Area,<br>Volume,<br>Length | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Geometry; Measurement*** | | | | |
| M.8.28 | Measures and draws angles using a protractor and classifies angles by their measures (e.g., acute, obtuse, right, straight, complementary, supplementary) | Angle Measurement | Degree,<br>Protractor | |
| ***Measurement*** | | | | |
| M.8.29 | Selects and uses appropriate customary and metric units of measure for length (including perimeter and circumference), area, volume, capacity, weight/mass, time, temperature, and angle measure. | Customary Units, Metric Units | Length,<br>Perimeter,<br>Circumference,<br>Area,<br>Volume/Capacity,<br>Weight/Mass,<br>Time,<br>Temperature,<br>Angle Measure | |
| M.8.30 | Converts from one metric unit to another metric unit and from one customary unit to another customary unit (length, capacity, weight/mass, time, and money.) | Customary Units,<br>Metric Units,<br>Conversion within System | Length,<br>Capacity,<br>Weight\Mass,<br>Time,<br>Money | |
| ***Number & Number Relationships*** | | | | |
| M.8.31 | Identifies place value for whole numbers and decimals. | Whole Numbers, Decimals | Place Value | |
| M.8.32 | Uses fractions, decimals, and percents interchangeably, and recognizes equivalent representations. | Fractions,<br>Decimals,<br>Percent | Equivalent Representations | |
| M.8.33 | Expresses standard numerals in scientific notation and expresses scientific notation as a standard numeral. | Scientific Notation,<br>Standard Notation | Exponent,<br>Power,<br>Equivalent Representations | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.34 | Evaluates powers using exponents and bases correctly, and finds square roots. | Exponents | Exponent,<br>Power,<br>Base,<br>Square Root,<br>Equivalent Representations | |
| M.8.35 | Compares and orders real numbers (whole numbers, integers, fractions, and decimals). | Fractions,<br>Decimals,<br>Integers | Ordering | |

## Number Systems & Number Theory; Algebra

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.36 | Identifies and uses properties of the real number system including associative, commutative, distributive, inverses, identities, and properties of zero and one. | Properties of Real Numbers | Associative,<br>Commutative,<br>Distributive,<br>Identity,<br>Inverse,<br>Properties of Zero and One | |
| M.8.37 | Recognizes, describes, and applies the distributive property of multiplication over addition in situations such as combining like terms of linear expressions, and solving equations of the form $ax + b = cx + d$. | Equations,<br>Expressions,<br>Properties of Real Numbers | Distributive | |
| M.8.38 | Identifies factors and multiples, primes and composites. | Divisibility | Factor,<br>Multiple,<br>Prime,<br>Composite | |
| M.8.39 | Writes a given positive integer as the product of a unique set of prime factors (prime factorization). | Positive Integers, Factorization | Prime Factor | |
| M.8.40 | Identifies and applies divisibility, factors, prime factors, greatest common factor, and lowest common multiple. | Divisibility, Factorization | Factor,<br>Prime,<br>Multiple,<br>GCF,<br>LCM | |
| M.8.41 | Identifies subsets of the real numbers, and determines all subsets of which a given number is a member (e.g., The number 9 is a whole, a natural, and a rational number, and 9 is an integer). | Real Numbers | Subsets of Real Numbers:<br>Natural, Whole, Integer, Rational, Irrational | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Probability*** | | | | |
| M.8.42 | Identifies possible outcomes of simple and compound experiments, and predicts or describes the probability of a given event, expressed as a rational number from 0 through 1. | Probability | Prediction,<br>Outcome,<br>Event | |
| ***Problem Solving*** | | | | |
| M.8.43 | Selects and uses appropriate problem-solving strategies to solve single- and multiple-step problems. | Problem Solving Strategies | | |
| ***Problem Solving; Computation & Estimation*** | | | | |
| M.8.44 | Solves practical problems using ratio and proportion, including constant rate. | Ratio,<br>Proportion,<br>Percent | Constant Rate | |
| M.8.45 | Solves practical problems using percents (e.g., sales tax, sale price and commission, and discounts). | Percent | Commission,<br>Discount,<br>Sales Tax,<br>Sales Price | |
| ***Statistics; Patterns & Functions*** | | | | |
| M.8.46 | Collects and organizes data, determines appropriate method and scale to display data, and constructs frequency distributions; bar, line and circle graphs; tables and charts; line plots, stem-and-leaf plots, box-and-whisker plots, and scatter plots. | Charts,<br>Tables,<br>Graphs,<br>Distributions | Data Collection,<br>Data Organization,<br>Data Display,<br>Scale | |
| M.8.47 | Uses mean, median, mode, and range to describe tendencies of a data set and make predictions. | Measures of Central Tendency and Spread | Mean,<br>Median,<br>Mode,<br>Range | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| M.8.48 | Reads, interprets, compares, and analyzes data in frequency distributions, diagrams, charts, tables, and graphs (bar, line, circle, stacked bar, double line, and multiple bar), and makes predications or conclusions based on this data. | Charts,<br>Tables,<br>Graphs,<br>Diagrams,<br>Distributions | Data Interpretation,<br>Data Display,<br>Prediction,<br>Conclusion | |

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*Georgia's Quality Core Curriculum*

# Science

# Grade 8

# Introduction to Science
# Quality Core Curriculum
# K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching,

and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

## Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

## Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

## Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.

- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.

- Uses indices, tables of contents, and online searches to locate information related to science concepts.

## Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

## Tools

Uses appropriate tools to collect and analyze data and solve problems.

## Basic Process Skills

**Observation** includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

**Classification** includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

**Communication** includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

**Measurement** includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

**Prediction** includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

**Inference** includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

## Higher Level Process Skills

**Identification of variables** includes finding the variables of a system and selecting those to be held constant.

**Manipulation of variables** includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

**Interpretation of data** includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

**Operational definition** includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

**Formulation of models** includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

**Experimentation** includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

**Construction of hypotheses** includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to established.

**Drawing conclusions** includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

## Science (6-12): Grade 8

### Earth Science

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.8.1** | Uses process skills of observing, classifying, communicating, measuring, predicting, inferring, identifying, and manipulating variables. Also uses skills of recording, analyzing and operationally defining, formulating models, experimenting, constructing hypotheses and drawing conclusions. | Scientific Inquiry Process | Scientific investigation involves carefully collected, relevant evidence, logical reasoning, and some imagination in developing hypotheses and explanations. | Assessment Recommendations:<br>Teach throughout the year as students perform lab activities. |
| **S.8.2** | Understands and applies laboratory safety rules and practices. | Safety Skills | Scientific investigations require safety precautions for the scientist and others. | Assessment Recommendations<br>Demonstrates in a lab appropriate safety procedures, i.e., NSTA Standards. |
| **S.8.3** | Defines and identifies standards of measurement.<br>3.1 Names the prefixes used in the SI system.<br>3.2 Identifies SI units and symbols for length, volume, mass, density, time, and temperature.<br>3.3 Converts measurements among related SI units.<br>3.4 Uses appropriate tools for determining mass volume, temperature, density, and length. | Standard International (SI) Measurements (Metric System) | Scientists around the world often repeat an experiment many times before accepting a consistent result as a rule. Consequently, a universal system of measurement is necessary. | Assessment Recommendations<br>Selects and uses appropriate tools for the measurement of mass volume, temperature, and density. |
| **S.8.4** | Selects and uses multiple types of print and nonprint sources for information on science concepts. | Reference Skills | Scientific investigation requires the use of proper techniques in order to gather information. | Assessment Recommendations<br>Writes reports. |
| **S.8.5** | Recognizes the effects human beings have on pollution and the environment.<br>5.1 Identifies ways human beings cause and can correct pollution of water bodies, the atmosphere (acid rain, ozone layer, and greenhouse effect) and the land (soil pollution, and chemical/nuclear waste).<br>5.2 Examines the effects pollution from cities have on weather and the effect of burning fuels on the atmosphere, melting of polar ice caps, and predicting earthquakes. | Human Interactions with the Environment | The activites of humans on earth have positive and negative effects on the environment, weather, and atmosphere. | Assessment Recommendations<br>Creates a poster that illustrates a variety of effects of pollution on the environment. |
| **S.8.6** | Differentiates among elements, compounds and mixtures.<br>6.1 Describes the organization or the modern periodic table.<br>6.1 Recognizes common chemical symbols and chemical formulas.<br>6.3 Recognizes crystal systems of minerals.<br>6.4 Defines an ion and describe its role in chemical bonding (e.g., ionic and covalent bonding). | Geology | Atoms chemically combine in different proportions to produce different types of matter with different properties. | Assessment Recommendations<br>Uses diagrams to compare covalent and ionic bonding. |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.8.7** | Identifies minerals by physical properties such as hardness, shape, color, lustre, streak, cleavage and fracture.<br>7.1 Uses standard mineral identification tests to identify minerals and their characteristics from unnamed samples. | Geology | Minerals can be identified by their unique physical properties. | Assessment Recommendations<br>Identifies samples of minerals using standard tests in a lab setting. |
| **S.8.8** | Differentiates among rocks based on origins (igneous, metamorphic, and sedimentary) and mineral content. | Geology | Rocks on the Earth's surface and within the Earth are constantly being changed from one type to another in a process known as the rock cycle. The Earth's constructive and destructive forces create the rock cycle. | Assessment Recommendations<br>Identifies rock samples using standard characteristics.<br>Draws and labels a diagram of the rock cycle. |
| **S.8.9** | Recognizes that constructive and destructive Earth forces (e.g., continental drift, earthquakes, volcanoes, plate techtonics, weathering, and erosion) change the Earth's surface. | Geology | Land forms are the result of constructive and destructive forces. Constructive forces involve crystal deformation, volcanic eruptions, and deposition of sediments. Destructive forces include weathering and erosion. | Assessment Recommendations<br>Constructs models of volcanoes, mountain building and tectonics.<br>Conducts experiments involving weathering, erosion and deposition. |
| **S.8.10** | Recognizes major symbols, series, scales and colors conventionally used to represent features on topographic maps and various Earth models. | Geology | Topographic maps illustrate the characteristics of landforms on the Earth's surface. | Assessment Recommendations<br>Interprets earth surface characteristics from topographic maps and earth models. |
| **S.8.11** | Examines how land formations influence development of an area.<br>11.1 Relates the topography of land, climate and resources to economic development. | Geology | The economic development of an area can be related to its overall topography, climate, and resources. | Assessment Recommendations<br>Researches the relationship of topography and economic development. |
| **S.8.12** | Recognizes the use of alternate energy sources.<br>12.1 Identifies examples of solar energy being used (solar heating in buildings, solar cells in calculators and solar battery automobiles).<br>12.2 Identifies other alternative energy sources (geothermal, wind, nuclear, synthetic fuels and biomass fuels). | Geology | Various alternate energy sources help to conserve the Earth's natural resources. | Assessment Recommendations<br>Designs and presents a project that uses solar power. |

722

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723

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **S.8.13** | Describes Earth history and recognizes that change occurs constantly and slowly over time<br>13.1 Describes the process of radio carbon dating. 13.2 Distinguishes between relative and absolute time | Geology | Some changes in the Earth are abrupt while other occur very slowly. Scientists use various types of technology to assist in determining the approximate age of the Earth | Assessment Recommendations: Constructs a time scale to identify geologic eras |
| **S.8.14** | Interprets the geology of Earth based on the principle of uniformitarianism and the principles of superposition | Geology | Thousands of layers of sedimentary rock confirm the long history of the Earth and contain the remnants of changing life forms in its successive layers. The youngest layers are not always found on the top because of the folding, breaking, and uplifting of layers | Assessment Recommendations: Makes a poster illustrating the principles of superposition and uniformitarianism |
| **S.8.15** | Illustrates and describes the Earth's composition (crust, mantle, and core) | Geology | The Earth is composed of three distinct layers which have definite characteristics and features | Assessment Recommendations: Draws a diagram or construct a model of the earth's layers |
| **S.8.16** | Describes the water cycle and its relationship to the movement of surface and subsurface water<br>16.1 Identifies parts of the water cycle<br>16.2 Describes the formation of a river system<br>16.3 Describes the distribution and quality of fresh water on the Earth | Hydrology | Water, which covers the majority of the Earth's surface, circulates through the crust, oceans, and Earth's atmosphere in what is known as the water cycle | Assessment Recommendations: Draws and labels a diagram or construct a chart illustrating the water cycle |
| **S.8.17** | Describes the characteristics, composition and movement of the oceans<br>17.1 Recognizes the chemical and physical composition of ocean water<br>17.2 Describes the features of the ocean floor<br>17.3 Discusses the movements of ocean water in currents, tides and waves<br>17.4 Identifies the three groups of ocean life<br>17.5 Describes the relationships among ocean organisms | Hydrology | Oceans cover 75 percent of Earth's surface and have definite characteristics, composition, features, movements, and life forms | Assessment Recommendations: Constructs a graph that shows the composition of ocean water. Using models, charts, maps and drawings, describes and identifies features of the ocean floor. Constructs a diagram showing the three groups of ocean life |
| **S.8.18** | Describes the composition and structure of Earth's atmosphere<br>18.1 Identifies the layers of the earth ,s atmosphere<br>18.2 Describes the importance of each layer of the Earth ,s atmosphere<br>18.3 Lists the most abundant gases in the Earth ,s atmospher | Meteorology | The atmosphere is a mixture of nitrogen, oxygen, and trace gases. It includes water vapor and has different properties at different elevations | Assessment Recommendations: Creates a chart showing the layers of the Earth's atmosphere |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| S.8.19 | Recognizes and investigates weather phenomena and their effect on the Earth's surface<br>19.1 Interprets weather maps and make forecasts | Meteorology | Data collected and interpreted from meteorologists' instruments and maps aid in weather prediction and help to identify the effect of weather phenomena on the Earth's surface | Assessment Recommendations.<br>Uses meteorological instruments and weather maps to collect and interpret weather data |
| S.8.20 | Describes atmospheric factors which interact to cause weather: heat energy, air pressure, winds, and moisture.<br>20.1 Identifies the three basic types of clouds and their formation<br>20.2 Compares the four major types of air masses and how they create fronts that affect weather patterns<br>20.3 Identifies factors that determine climate<br>20.4 Differentiates between the climate zones of the Earth<br>20.5 Defines and gives examples of microclimates | Meteorology | The interaction of several factors determine weather patterns and climate on the Earth's surface | Assessment Recommendations.<br>Researches the factors that affect climates.<br>Draws and labels types of clouds.<br>Draws and labels four major types of air masses. Records weather data |
| S.8.21 | Describes the components of the solar system.<br>21.1 Describes features, characteristics and motions of the planets.<br>21.2 Compares and contrasts asteroids, comets and meteorites and explain their origins. | Astronomy | Our solar system is composed of nine planets that revolve around the sun. Each planet has different size, composition, and surface temperature. | Assessment Recommendations.<br>Constructs a model of the solar system |
| S.8.22 | Identifies and describes stars and star systems.<br>22.1 Describes major galaxy types<br>22.2 Describes the life cycle of a star<br>22.3 Interprets a Hertzsprung-Russell diagram | Astronomy | The universe is composed of stars having life cycles and forming galaxies that have unique characteristics. | Assessment Recommendations.<br>Identifies and labels major galaxy types. |
| S.8.23 | Compares and contrasts theories on the origin of the universe<br>23.1 Discusses geocentric and heliocentric models of the solar system | Astronomy | Many theories have been developed regarding the origin of the universe | Assessment Recommendations.<br>Writes a position paper presenting various theories of the origins of the universe. |
| S.8.24 | Describes how information is obtained about space.<br>24.1 Identifies the use of probes, satellites, light and radio telescopes and spectroscopes to gather information about space | Astronomy | Various instruments have provided information about space which have enlarged our understanding of the universe | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| S.8.25 | Describes the history of the space program and examines its effects on our lives. | Astronomy | The space program has given us technological discoveries which have enhanced the overall quality of life on Earth. | Assessment Recommendations: Constructs a timeline of the U.S. space program (moving people and materials back and forth in space, effects of satellites (communications and weather predicting), technology of weather devices, space colonization/ weapons/travel, development of new products. |
| S.8.26 | Describes the relationships of the motions between the sun, moon and Earth.<br>26.1 Describes how seasons are caused by the Earth,s revolution<br>26.2 Defines the phases of the moon<br>26.3 Compares and contrasts a lunar and solar eclipse<br>26.4 Discusses the effect of the sun and moon on tides | Astronomy | Most objects in the solar system are in regular and predictable motion. This motion explains such phenomena as the day, the year, phases of the moon, eclipses, tides, and seasons. | Assessment Recommendations: Makes posters or a model to illustrate relationships among the sun, moon and earth. |

## Georgia's Quality Core Curriculum

# Social Studies
# Grade 8

# Introduction to Social Studies
# Quality Core Curriculum
## K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

-refining content standards to clarify content and skills
-correlating content standards to appropriate core values
-building on concepts introduced at earlier stages of instruction
-providing content standards that are clearly measurable
-identifying civic responsibility, information processing, and problem-solving skills
-restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

# Introduction to Social Studies
# Quality Core Curriculum
## Grades 6-8

In the revised 6-8 Social Studies curriculum, emphasis in the sixth and seventh grades is placed on the cultural and geographic study of selected regions. In the eighth grade, students will study the geography and history of Georgia within the broader context of *United States History*.

Suggested regions for sixth grade study are the Americas, Europe, and Oceania. Suggested regions for seventh grade study are Asia, Africa, and the Middle East. However, each school system has the flexibility to sequence these cultural regions to reflect its unique curriculum, goals, and resources.

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|

## Social Studies: Grade 8

### *Georgia and the American Experience*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| SS.8.1 | Identifies the location of Georgia in relation to region, nation, continent, hemisphere and world using maps, and other geographic tools and technology | Geographic Environment | Location | Skills:<br>Locates longitude/latitude |
| SS.8.2 | Locates and describes the geographic regions of Georgia (mountains, piedmont, coastal plain, etc...) and identifies the physical process which formed them | Geographic Environment | Geographic Regions | Skills:<br>Identifies physical features on maps |
| SS.8.3 | Identifies important geographical features of Georgia and describes ecosystems present in each: - Fall Line<br>- Okefenokee Swamp<br>- Appalachian Mountains | Geographic Environment | Ecosystems | Skills:<br>Identifies physical features on maps |
| SS.8.4 | Explains how ocean and wind currents affected the exploration and settlement of Georgia and the Southeast | Geographic Environment | Exploration<br>Ocean and Wind Current | Skills:<br>Climatic zone maps<br>Locates currents. |
| SS.8.5 | Identifies geographical factors and explains how they have influenced Georgia's exploration, settlement and economic development emphasizing<br>- location<br>- climate<br>- mountains<br>- rivers, and<br>- soil and natural resources | Geographic Environment | Geographic Factors | Skills:<br>Special purpose maps |
| SS.8.6 | Describes and analyzes Georgia pre-historic Indian civilizations | Early inhabitants of Georgia (up to 1732) | American Indians | Skills:<br>Timelines |
| SS.8.7 | Traces Spanish and English exploration and rivalry from the discovery of the New World up to the colonization of Georgia | Early Inhabitants of Georgia (Up to 1732) | European Exploration Rivalry | Skills:<br>Timelines<br>Charts<br>Map |
| SS.8.8 | Explains the impact of Spanish and English conquest on the Indian civilizations of North America and the impact of the Indian civilizations on the European settlers | Early Inhabitants of Georgia (Up to 1732) | Conquests<br>Indian Civilizations | Skills:<br>Location |
| SS.8.9 | Describes the Indian nations and tribes living in Georgia and their relationships with the English colonists | Early Inhabitants of Georgia (Up to 1732) | Indian Nations<br>English Colonists | Skills:<br>Drawing a map |

753

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# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| SS.8.10 | Analyzes factors in both England and North America that led Great Britain to create the colonies of North America and identifies and describes settlement patterns of the early colonists | Colonial Georgia (1607-1732) | Colonies | Skills:<br>Cause and effect chart |
| SS.8.11 | Evaluates the three major reasons for the founding of the colony of Georgia | Colonial Georgia (1732-1776) | Founding of a Colony | |
| SS.8.12 | Compares and contrasts political, economic and socio-religious development of the New England, Middle Atlantic, and Southern colonies. Discusses how the different physical and religious environments provided opportunities for or placed constraints on human activities | Colonial Georgia (1732-1776) | Political<br>Economic<br>Socio-Religious | Skills:<br>Chart |
| SS.8.13 | Compares the development of early Georgia with that of other colonies | Colonial Georgia (1732-1776) | Development | Skills:<br>Venn diagram |
| SS.8.14 | Identifies well-known and influential Georgians from the colonial era (men, women and minorities) | Colonial Georgia (1732-1776) | Influential People | |
| SS.8.15 | Explains the causes of the American Revolution | Colonial Georgia (1732-1776) | Causes of American Revolution | |
| SS.8.16 | Identifies major events and related personalities of the American Revolution | The First Century of Statehood (1776-1876) | Personalities | Skills:<br>Timeline |
| SS.8.17 | Analyzes attitudes in Georgia toward independence from England and Georgia's role in the Revolutionary War | The First Century of Statehood (1776-1876) | Independence<br>Revolutionary War | |
| SS.8.18 | Explains the concept of "statehood" in Georgia in 1776 | The First Century of Statehood (1776-1876) | Statehood | Skills:<br>Vocabulary development |
| SS.8.19 | Analyzes the Georgia Constitution of 1777 and explains why it is inadequate as a basis for state government today | The First Century of Statehood (1776-1876) | Georgia Constitution | Skills:<br>Flow chart |
| SS.8.20 | Identifies the weaknesses of the Articles of Confederation and analyzes why the Americans created a loose confederation of states | The First Century of Statehood (1776-1876) | Articles of Confederation | Skills:<br>Analysis |
| SS.8.21 | Analyzes Georgia's role in the 1787 Constitutional Convention at Philadelphia and its support of the new national constitution emphasizing<br>- ratification<br>- political party, and<br>- Bill of Rights | The First Century of Statehood (1776-1876) | Constitution | Skills:<br>Chart (Comparative) |

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **SS.8.22** | Traces the westward expansion of Georgia after the Revolution emphasizing<br>- Trans<br>- Oconee Republic, and<br>- Yazoo Land scandal | The First Century of Statehood (1776-1876) | Westward Expansion | Skills<br>Map |
| **SS.8.23** | Examines and analyzes the events that led to the removal of the Indians from Georgia | The First Century of Statehood (1776-1876) | Displaced People | Skills<br>Timeline<br>Flow chart |
| **SS.8.24** | Examines and analyzes political, economic, social, demographic and cultural characteristics of antebellum Georgia and describes how Georgia compared to other areas of the United States | The First Century of Statehood (1776-1876) | Antebellum | Skills<br>Charts |
| **SS.8.25** | Describes views about states' rights and slavery and analyzes reasons for secession | The First Century of Statehood (1776-1876) | States' Rights Slavery | Skills<br>North vs. South map |
| **SS.8.26** | Analyzes Georgia's role in the Civil War and the impact of that war on the state and nation | The First Century of Statehood (1776-1876) | Civil War | |
| **SS.8.27** | Explains the political, economic and social impact of Reconstruction policies on Georgia and southern states from 1865-1877 | The First Century of Statehood (1776-1876) | Reconstruction | Skills<br>Charts |
| **SS.8.28** | Identifies influential Georgians from Independence through Reconstruction (men, women and minorities) | The First Century of Statehood (1776-1876) | Independence<br>Reconstruction<br>Influential People | |
| **SS.8.29** | Analyzes the causes and effects of a one-party political system in Georgia following Reconstruction | The Rise of Modern Georgia (1877-1945) | One-party political system | |
| **SS.8.30** | Analyzes the "New South" movement in the 1870s and 1880s and the subsequent rise of manufacturing in Georgia | The Rise of Modern Georgia (1877-1945) | "New South" Manufacturing | Skills<br>Map |
| **SS.8.31** | Examines the variety of legal and illegal strategies in Georgia to enforce political, social and economic segregation of the races emphasizing<br>- Jim Crow laws<br>- Ku Klux Klan<br>- grandfather clause/white primaries, and<br>- the literacy test | The Rise of Modern Georgia (1877-1945) | Segregation | Skills<br>Timeline |

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| SS.8.32 | Describes events and conditions that affected Georgia's economy during the early 20th century emphasizing<br>- boll weevil<br>- sharecroppers<br>- Great Depression, and<br>- New Deal | The Rise of Modern Georgia (1877-1945) | Economy | Skills<br>Timeline |
| SS.8.33 | Examines Georgia's contributions to U.S. participation in World War I and II | The Rise of Modern Georgia (1877-1945) | Contributions: World War I, World War II | |
| SS.8.34 | Identifies influential Georgians from Reconstruction through World War II | The Rise of Modern Georgia (1877-1945) | Influential Georgians | |
| SS.8.35 | Discusses concepts "rural," "urban," "suburban," and "metropolitan" in the context of economic growth in Georgia after the 1950s | Modern Georgia (1945 to the present) | Rural<br>Urban<br>Suburban | Skills<br>Population density maps |
| SS.8.36 | Interprets the impact of the growth in the Atlanta metropolitan region after 1950 | Modern Georgia (1945 to the present) | Metropolitan | Skills<br>Maps |
| SS.8.37 | Identifies the important events and personalities in the Civil Rights movement in Georgia | Modern Georgia (1945 to the present | Civil Rights Movement | |
| SS.8.38 | Analyzes how transportation, communication, education and other factors have influenced growth and development within Georgia | Modern Georgia (1945 to the present) | Transportation<br>Communication | |
| SS.8.39 | Examines and analyzes the political, economic, social, demographic and cultural changes in Georgia since World War II emphasizing<br>- rise of two-party system, and<br>- transition from agricultural to industrial economy | Modern Georgia (1945 to the present) | Demographic<br>Cultural<br>Political<br>Economic, and<br>Social Changes | |
| SS.8.40 | Identifies influential Georgians of the modern era (women and minorities as well as men) | Modern Georgia (1845 to the present) | Modern Era | |
| SS.8.41 | Identifies contributions made by various ethnic groups to the development of Georgia - past and present | Culture | Ethnic Groups | |
| SS.8.42 | Examines cultural achievements made by Georgians in such fields as art, music, literature, theater, motion pictures and television - past and present | Culture | Cultural Achievement | |

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# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **SS.8.43** | Compares and contrasts the Georgia Constitution and the U.S. Constitution. | State and Local Government in Georgia | Georgia Constitution<br>U.S. Constitution | Skills<br>Charts |
| **SS.8.44** | Analyzes the three branches of state government and the role of each | State and Local Government in Georgia | Three Branches of Government | Skills<br>Charts |
| **SS.8.45** | Examines the organization and powers of local governments, including cities, counties and special districts (e.g., school systems, MARTA and housing authorities) | State and Local Government in Georgia | Special Districts | |
| **SS.8.46** | Evaluates how major taxes and other sources of revenue for state and local governments impact services provided to the citizens | State and Local Government in Georgia | Major Taxes<br>Sources of Revenue<br>Services | |
| **SS.8.47** | Describes the historical role of Georgia's political parties in state and local government | State and Local Government in Georgia | Political Parties | |
| **SS.8.48** | Explains the changing role of Georgia's political parties in state and local government | State and Local Government in Georgia | Political Parties | |
| **SS.8.49** | Demonstrates an understanding of the concept ""citizenship"" and recognizes that there are multiple levels of citizenship (e.g., nation, state, county and city) | State and Local Government in Georgia | Citizenship | |
| **SS.8.50** | Examines the role of state and local governments under the system of American federalism | State and Local Government in Georgia | American Federalism | |
| **SS.8.51** | Interprets environmental and geographic issues in Georgia and analyzes the future effects of possible responses to these issues | State and Local Government in Georgia | Environmental Issues<br>Geographic Issues | |

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Georgia's Quality Core Curriculum

# Health & Physical Education Grade 8

# Introduction to Health and Physical Education
## Quality Core Curriculum
## K-12

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

# Georgia Quality Core Curriculum

## Health: Grade 8

### Alcohol, Tobacco & Other Drugs

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.8.1 | Assesses the consequences on the fetus and child (birth through age 19) of using alcohol, tobacco products, and other drugs | Consequences | | |
| H.8.2 | Recognizes signs and symptoms of chemical dependency and identifies appropriate sources for help and support | Effects/Resources | | |
| H.8.3 | Describes the consequences associated with the use of alcohol, tobacco products, and other drugs in teen relationships (e.g., physical abuse, date rape, violence, teen pregnancy, and drinking and driving) | Consequences | | |
| H.8.4 | Practices countering aggressive behavior and intimidation by refusing to use tobacco products, alcohol and other drugs | Refusal Skills | | |
| H.8.5 | Proposes alternatives to using alcohol, tobacco products, and other drugs (including involvement in groups such as S.A.A.D., ALANON, ALATEEN) | Alternatives | | |

### Disease Prevention

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.8.6 | Describes causes, effects and prevention of communicable diseases | Communicable Diseases | | |
| H.8.7 | Recognizes that sexually transmitted diseases, including HIV/AIDS, are communicable diseases | HIV/AIDS | | |
| H.8.8 | Recognizes that HIV/AIDS is caused by a virus and is currently incurable and fatal | HIV/AIDS | | |
| H.8.9 | Identifies and explains the ways in which HIV/AIDS is transmitted and identifies behaviors that increase the risk of contracting HIV/AIDS | HIV/AIDS | | |
| H.8.10 | Lists misconceptions about the virus that causes HIV/AIDS and its transmission | HIV/AIDS | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.8.11 | Recognizes the importance of individuals abstaining from premarital sex and intravenous drug use to prevent the spread of HIV/AIDS and other sexually transmitted diseases | Abstinence | | |
| H.8.12 | Identifies methods of preventing pregnancy and sexually transmitted diseases and discusses whether or not they are effective | Pregnancy/STD Prevention | | |
| H.8.13 | Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS | Abstinence | | |
| H.8.14 | Recognizes abstinence from sexual activity as the only sure method of preventing pregnancy and sexually transmitted diseases | Abstinence | | |
| H.8.15 | Identifies the benefits of setting personal goals for maintaining a healthy body | Goal Setting | | |

## *Family Living*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.8.16 | Identifies factors that promote a positive self-image (e.g., accepting responsibility, respect for self, authority, and others, self-discipline, self-control, and the right to be assertive) | Self Concept | | |
| H.8.17 | Recognizes how sexual decisions are influenced by group pressures (e.g., community, media, peer) | Persuasion | | |
| H.8.18 | Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying "no," negotiation, using refusal, and decision-making skills) | Refusal Skills | | |
| H.8.19 | Identifies social, emotional, intellectual, and economic effects of dating | Dating | | |
| H.8.20 | Recognizes that having children is best undertaken in marriage | Decision-Making | | |

## *Growth and Development*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.8.21 | Analyzes physical, social, and emotional changes that occur during the process of maturing | Maturation | | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Mental Health*** | | | | |
| H.8.22 | Assesses personal characteristics associated with positive self-esteem | Self-Esteem | | |
| H.8.23 | Discusses the influence of self-identity and group acceptance in choosing friends | Friendships | | |
| H.8.24 | Analyzes possible causes of conflict among youth and styles/strategies to handle them (e.g., gangs) | Conflict Resolution | | |
| H.8.25 | Analyzes causes of suicide, prevention, and its effects on survivors | Suicide | | |
| ***Nutrition*** | | | | |
| H.8.26 | Analyzes the relationship between nutrition and disease prevention | Risk Reduction | | |
| H.8.27 | Identifies disorders associated with malnutrition and obesity | Dietary Imbalance | | |
| ***Personal Health*** | | | | |
| H.8.28 | Sets a personal goal for improving health and lifestyle based on an individual health risk assessment and makes progress toward its achievement | Lifestyle | | Skills:<br>Goal Setting |
| H.8.29 | Develops strategies and skills for maintaining an adequate level of personal grooming and hygiene, emphasizing changes during adolescence | Hygiene | | |
| ***Safety*** | | | | |
| H.8.30 | Analyzes safety factors for motorized and nonmotorized vehicles and equipment for land and water purposes | Accident Prevention | | |
| H.8.31 | Demonstrates appropriate first-aid procedures for shock, bleeding, and muscular and skeletal injuries | First Aid | | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| H.8.32 | Identifies threats to personal safety (e.g., incest, rape, date rape) | Violence Prevention | | |
| H.8.33 | Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor) | Resources | | |

# Georgia Quality Core Curriculum

## Physical Education: Grade 8

### *Middle School*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| PE.8.1 | Participates in fitness assessment (e.g., Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness | Physical Fitness | Health-Related | Skills:<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations:<br>Fitness Gram, teacher observation |
| PE.8.2 | Uses fitness assessment results to develop a goal statement and plan for improving and maintaining cardiovascular fitness and flexibility | Physical Fitness | Health-Related | Skills:<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations:<br>Student portfolio including goal statement, plan, progress chart, and activities |
| PE.8.3 | Implements personal plan for cardiovascular fitness and flexibility, and applies basic training principles | Physical Fitness | Health Related | Skills:<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations:<br>Student journal and log |
| PE.8.4 | Engages in physical activity at the target heart rate for a minimum of 20 minutes | Physical Fitness | Health Related | Skills:<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations:<br>Student journal and log, teacher observation |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| PE.8.5 | Interprets personal information from fitness test results to identify the fitness component of needing the most improvement | Physical Fitness | Health Related | Skills<br>Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition<br>Assessment Recommendations<br>Student journal, student project |
| PE.8.6 | Applies and analyzes advanced movement skills and strategies in a variety of complex settings including lifetime activities, sports, and track and field | Movement Competencies | Movement Skills and Strengths | Skills<br>Using sports skills in track and field, tennis (modified) and recreational games<br>Assessment Recommendations<br>Teacher observation, portfolio, and video analysis |
| PE.8.7 | Designs and performs complex educational gymnastics, and dance sequences that combine complex movement concepts and skills | Movement Competencies | Educational Sequences | Skills<br>Performing floor exercises and aerobic dance<br>Assessment Recommendations<br>Group projects and student designed movement forms |
| PE.8.8 | Applies and assesses principles of practice and conditioning that enhance performance in sports, lifetime activities, track, and field | Movement Competencies | Assessments | Skills<br>Applying fitness concepts using sports skills<br>Assessment Recommendations<br>Portfolio and reports/projects, practice sessions, and conditioning for various movement forms |
| PE.8.9 | Refines basic skills and procedures for outdoor pursuits (e.g., Project Adventure) | Movement Competencies | Outdoor pursuits | Skills<br>Group initiatives (e.g., hiking, camping, and orienteering)<br>Assessment Recommendations<br>Group and individual projects and student reports |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| PE.8.10 | Demonstrates responsibility and cooperation to accomplish group and team goals in both cooperative and competitive activities | Self-Management | Cooperation | Skills<br>Using team work<br>Assessment Recommendations<br>Group projects and journal entries |
| PE.8.11 | Practices and applies rules and courtesies in physical activities. Determines personal and group conduct appropriate for engaging in physical activity. Distinguishes ethical and unethical behavior during participation in physical activity. Accepts and respects decisions made by game officials | Self-Management | Rules / Courtesies | Skills<br>Displaying sportsmanship<br>Assessment Recommendations<br>Teacher Observation and student projects, i.e., creates a list of actions, both positive and negative, that he or she has observed. For negative action, suggest an alternative that would be more appropriate |

Georgia's Quality Core Curriculum

# Fine Arts
# Grade 8

# Introduction to Fine Arts
# Quality Core Curriculum
# K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
  Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
  Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
  Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
  Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

# Introduction to Dance
# Quality Core Curriculum
# K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order.* Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force.* The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

# Dance Glossary

**Aesthetic criteria**. Standards on which to make judgments about the artistic merit of a work of art.

**Alignment.** Proper body posture for dance.

**Artistry.** Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

**Body shapes.** The spatial contour the body makes such as curved, angular, twisted, or straight.

**Centering.** Using proper body alignment to maintain one's balance.

**Choreographic structure.** The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

**Choreography.** The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

**Clarity.** Execution of technical dance steps in a clear and concise manner.

**Combination:** Series of technical dance steps performed by the dancer.

**Composition.** Using combinations of movement or movement phrases to form a greater body of work.

**Dynamics.** The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

**Energy.** An element of dance; the force and quality of movement defined by the degree of impetus and effort.

**General space.** A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

**Improvisation.** Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

**Kinesthetic awareness.** The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

**Levels.** The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

**Locomotor movement.** Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

**Movement quality.** The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

**Movement phrase.** Dance sequences that have a sense of completion.

**Movement theme.** A complete idea in movement that is manipulated and developed within a dance.

**Musicality:** Ability to respond to a rhythm while moving.

**Negative space.** The empty or open space created when a shape is made by the body.

**Nonlocomotor/axial movement.** Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

**Partnering.** Leading, following, or mirroring someone.

**Pathway.** The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

**Personal space.** The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

**Positive space.** The filled space created by the body when a shape is made in space.

**Rhythmic acuity.** The kinesthetic, auditory recognition of, and response to various complex time elements.

**Spatial concept.** One's relationship to the space around them.

**Style.** A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

**Time.** An element of dance which measures tempo/speed and force/energy.

**Technique.** Refined physical skills pertaining to a particular style of dance.

**Time.** The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

**Vibratory.** Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

**Warm-up.** Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

# Georgia Quality Core Curriculum

## Fine Arts: Dance: Grade 6-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAD.6-8.1 | Participates in warm-up sequences based on specific dance techniques (e.g., Graham, Cecchetti, Luigi) | Training and Technique | | |
| FAD.6-8.2 | Identifies health issues important to dance training | Dance Wellness | | |
| FAD.6-8.3 | Recognizes and uses dance as a means of physical fitness and wellness | Dance Wellness | | |
| FAD.6-8.4 | Explores principles of anatomy and injury prevention integral to dance training | Dance Wellness | | |
| FAD.6-8.5 | Discusses health issues and nutrition important to dance training | Dance Wellness | | |
| FAD.6-8.6 | Demonstrates a synthesis of dance technique principles | Training and Technique | | |
| FAD.6-8.7 | Combines elements of movement in long phrases demonstrating change of level, beginning, middle, end, spatial patterns, and dynamics | Training and Technique | | |
| FAD.6-8.8 | Demonstrates expanded range and application of dance terminology | Training and Technique | | |
| FAD.6-8.9 | Demonstrates a general knowledge of technical skills from different styles of dance | Training andTechnique | | |
| FAD.6-8.10 | Exhibits positive work habits and self-discipline in the study of dance | Training and Technique | | |
| FAD.6-8.11 | Demonstrates individuality of expression in performance | Training and Technique | | |

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| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| ***Connections*** | | | | |
| **FAD.6-8.12** | Develops versatility through experimentation with various movement approaches | Training and Technique | | |
| **FAD.6-8.13** | Demonstrates awareness of technological resources available for dance. | Interdisciplinary | | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| **FAD.6-8.14** | Observes and critiques dance performance using specified criteria and appropriate dance terminology | Criticism | | |
| **FAD.6-8.15** | Develops and communicates personal interpretations of dances | Criticism | | |
| **FAD.6-8.16** | Creates advance/composition incorporating several choreographic principles | Composition | | |
| ***Historical and Cultural Context*** | | | | |
| **FAD.6-8.17** | Demonstrates and understands the various roles of dance in society, in different cultures, and in historical periods (e.g., ritual, education, entertainment, therapy) | Multicultural Context | | |
| **FAD.6-8.18** | Examines dance as a means of expressing a culture's values, religious tradition, social mores, and historical periods | Multicultural Context | | |
| **FAD.6-8.19** | Explores traditions and development of Western theatrical dance | Multicultural Context | | |

# Introduction to Music
# Quality Core Curriculum
# K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

# Music Glossary

**Articulation.** In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

**Body percussion.** Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

**Classroom instruments.** Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

**Competency level.** Proficiency level corresponding with the musical ability of the student.

**Cultural.** The customs and/or beliefs of a racial, religious, or social group.

**Chording instruments.** Instruments which enable the performer to sound chords.

**Dynamic levels, dynamics.** Degrees of loudness.

**Developmentally appropriate.** The instructional level at which students may most effectively assimilate new information.

**Elements of music.** Pitch, rhythm, harmony, dynamics, timbre, texture, form.

**Environmental sounds.** Sounds that naturally occur or which can be produced from materials found in the environment.

**Expressive qualities.** Any articulation, dynamic, or tempo marking used to interpret music.

**Ethnic music.** Musical forms or styles indigenous to a specific culture.

**Folk source.** Identification of a specific genre.

**Form.** The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

**Formal structure.** See *Form.*

**Genre.** A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

**Intonation.** The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

**Line notation.** Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

**Meter.** The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

**Meter signature / time signature.** An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

**Media.** Written, visual, audible, and technological resources.

**Musical heritage.** Knowledge of historical and cultural backgrounds.

**Ostinato.** Short musical patterns that are repeated persistently through some composition.

**Pre-notation symbols.** Line notation of rhythm and/or melody.

**Style.** The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

**Technical accuracy, technical skills.** The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

**Timbre.** The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

**Tonality.** The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

**Technique.** The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

**Technology.** A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

**Texture.** The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

# Georgia Quality Core Curriculum

## Fine Arts: Music: General Music: Grade 8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GM).8.1 | Recognizes the major characteristics of musical forms such as theme and variation, rondo, suite, musical theatre, opera, string quartet, sonata, and fugue | Listening | Form | |
| FAM(GM).8.2 | Identifies soprano, alto, tenor, bass, and cambiata voices | Listening | Timbre | |
| FAM(GM).8.3 | Sings unison and two- and three-part songs with attention to tone quality, pitch accuracy, style, diction, blend, and balance | Performance Skills | Expressive Qualities, Melody, Harmony, and Timbre | |
| FAM(GM).8.4 | Uses chording instruments or keyboard to accompany songs | Performance Skills | Rhythm, Harmony, and Expressive Qualities | |
| FAM(GM).8.5 | Conducts classroom performances using appropriate beat patterns and dynamic indications | Performance Skills | Rhythm and Expressive Qualities | |
| FAM(GM).8.6 | Creates individual and group compositions using a variety of sound sources to develop original songs, commercials, and jingles | Creative Skills | Expressive Qualities, Melody, and Rhythm | |
| FAM(GM).8.7 | Creates planned and improvised accompaniments with attention to appropriate uses of tone color, rhythm, and expressive qualities | Creative Skills | Rhythm, Melody, Timbre, and Expressive Qualities | |
| FAM(GM).8.8 | Follows notation in treble and bass clefs when singing unison or part songs | Performance | Notation, Melody, and Harmony | |
| FAM(GM).8.9 | Recognizes the function of I, IV, and V7 chords | Knowledge | Harmony | |
| FAM(GM).8.10 | Demonstrates growth in knowledge of music vocabulary appropriate to the level | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Notation | |
| FAM(GM).8.11 | Constructs major and minor scales and chords in keys up to three sharps and flats | Knowledge | Harmony | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **Connections** | | | | |
| FAM(GM).8.12 | Integrates many elements of the study of music with other art forms, other curricular areas, and related use of technology | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |
| **Critical Analysis and Aesthetic Understanding** | | | | |
| FAM(GM).8.13 | Listens critically and analyzes music in a variety of performance media including musical theatre and orchestral, band, choral, and electronic music | Appreciation | Expressive Qualities and Musical Heritage | |
| FAM(GM).8.14 | Describes the expressive effect of music in terms of its elements: melody, rhythm, harmony, timbre, tonality, and expressive qualities | Appreciation | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |
| FAM(GM).8.15 | Critiques music performed in class and suggests ways of improving the performance | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |
| FAM(GM).8.16 | Contrasts performances of the same composition | Listening skills | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |
| **Historical and Cultural Context** | | | | |
| FAM(GM).8.17 | Uses print and nonprint media to locate information about music and musicians | Knowledge | Musical Heritage | |
| FAM(GM).8.18 | Identifies composers, performers, small ensembles, and large performing groups representing a variety of styles of music | Appreciation | Musical Heritage | |
| FAM(GM).8.19 | Relates the role of music to the cultural expression of ethnic groups represented in society | Appreciation | Musical Heritage | |
| FAM(GM).8.20 | Identifies music careers and begins to determine qualifications and educational requirements of each | Knowledge | Musical Heritage | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|

## Fine Arts: Music: Band: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(B).4-8.1 | Demonstrates correct playing position and posture for chosen instrument | Knowledge | Technique | |
| FAM(B).4-8.2 | Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level | Knowledge | Technique | |
| FAM(B).4-8.3 | Participates effectively as a member of performing ensembles | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| FAM(B).4-8.4 | Performs class repertoire at the expected competency level | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| FAM(B).4-8.5 | Performs music reading skills, including sight-reading, at the expected competency level | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| FAM(B).4-8.6 | Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble | Performance | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| FAM(B).4-8.7 | Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation | Knowledge | Technique | |
| FAM(B).4-8.8 | Demonstrates understanding of phrase and melody through performance | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.9** | Recognizes harmonic structure and demonstrates an awareness of its role in performance | Knowledge | Harmony | |
| **FAM(B).4-8.10** | Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios | Knowledge | Melody, Harmony, Notation, and Technique | |
| **FAM(B).4-8.11** | Identifies the timbre of band instruments | Knowledge | Timbre | |
| **FAM(B).4-8.12** | Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| **FAM(B).4-8.13** | Uses print and nonprint media to access music information | Knowledge | Musical Heritage | Skills:<br>Study skills and technology |
| **FAM(B).4-8.14** | Performs interpretations and/or improvisations of music repertoire | Creative Skills | Rhythm, Melody, Harmony, Expressive Qualities, and Technique | |
| **FAM(B).4-8.15** | Creates, notates and performs a simple melody for his or her instrument | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | |
| **FAM(B).4-8.16** | Demonstrates knowledge of vibrato on chosen instrument | Knowledge | Expressive Qualities and Technique | |
| **FAM(B).4-8.17** | Responds appropriately to conducting techniques used by the director | Performance Skills | Expressive Qualities | |
| **FAM(B).4-8.18** | Performs with characteristic tone quality at the expected competency level | Performance | Timbre | |

## *Critical Analysis and Aesthetic Understanding*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(B).4-8.19** | Demonstrates knowledge of form in music repertoire | Knowledge | Form | |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(B).4-8.20 | Critiques music performed by the ensemble and suggests ways to improve | Knowledge | Expressive Qualities, Melody, Rhythm, Harmony, and Timbre | |

## Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(B).4-8.21 | Identifies and compares performance styles from various historical eras of music | Knowledge | Musical Heritage | |
| FAM(B).4-8.22 | Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed | Knowledge | Musical Heritage | |
| FAM(B).4-8.23 | Describes the evolution and history of band instruments | Knowledge | Timbre and Musical Heritage | |

## Fine Arts: Music: Choral Music: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(CM).4-8.1 | Demonstrates correct posture for singing | Performance Skills | Technique | |
| FAM(CM).4-8.2 | Demonstrates correct breathing techniques for vocal production | Performance Skills | Technique | |
| FAM(CM).4-8.3 | Sings accurate pitches and rhythms | Performance Skills | Rhythm, Melody, and Technique | |
| FAM(CM).4-8.4 | Sings scales, arpeggios and vocalizes from memory | Performance Skills | Melody and Technique | |
| FAM(CM).4-8.5 | Sings with clear vowel sounds, proper diction and appropriate tone quality | Performance Skills | Technique | |
| FAM(CM).4-8.6 | Sings the assigned part in an ensemble, with and without accompaniment | Performance Skills | Melody, Harmony, and Technique | |
| FAM(CM).4-8.7 | Demonstrates proficiency in sight-reading at the expected competency level | Performance Skills | Notation and Expressive Qualities | |
| FAM(CM).4-8.8 | Performs selected music repertoire at the expected competency level | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(CM).4-8.9 | Demonstrates ability to perform individually, in small groups and as a member of the total ensemble | Performance Skills | Rhythm, Melody, Harmony, Notation, and Expressive Qualities | |
| FAM(CM).4-8.10 | Participates effectively as a member of performing ensembles | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage | Skills:<br>Team building, unification and interdependence of the group |
| FAM(CM).4-8.11 | Recognizes key signatures of music performed | Knowledge | Melody, Harmony, and Notation | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(CM).4-8.12 | Identifies differences in scales and harmonics from aural and visual examples | Knowledge | Melody, Harmony, and Notation | |
| FAM(CM).4-8.13 | Identifies various types of voices heard in choral performances | Listening Skills | Timbre | |
| FAM(CM).4-8.14 | Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| FAM(CM).4-8.15 | Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts | Knowledge | Expressive Qualities and Musical Heritage | Skills<br>Study skills and technology |
| FAM(CM).4-8.16 | Sings from memory selected music for public performance | Performance Skills | Technique | |
| FAM(CM).4-8.17 | Responds appropriately to conducting techniques used by the director | Performance Skills | Expressive Qualities | |
| FAM(CM).4-8.18 | Describes how technology is used to transcribe, edit, compose and perform music on a computer station | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |

## Critical Analysis and Aesthetic Understanding

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(CM).4-8.19 | Interprets meaning of texts in repertoire | Knowledge | Expressive Qualities and Musical Heritage | |
| FAM(CM).4-8.20 | Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase, and tonality) | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities | |
| FAM(CM).4-8.21 | Demonstrates appropriate understanding of form in literature performed | Knowledge | Form | |
| FAM(CM).4-8.22 | Identifies the characteristics of performance styles of music being rehearsed and performed | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **Historical and Cultural Context** | | | | |
| FAM(CM).4-8.23 | Demonstrates knowledge of composers of selected repertoire and the historical/ cultural context of works being performed | Knowledge | Musical Heritage | |
| FAM(CM).4-8.24 | Explains the importance of contributions of various ethnic cultures to selected repertoire | Knowledge | Musical Heritage | |

# Georgia Quality Core Curriculum

## Fine Arts: Music: String Orchestra: Grade 4-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(SO).4-8.1 | Demonstrates correct playing position and posture for chosen instrument | Performance Skills | Technique | |
| FAM(SO).4-8.2 | Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level | Performance Skills | Technique | |
| FAM(SO).4-8.3 | Participates effectively as a member of performing ensembles | Performance Skills | Technique | |
| FAM(SO).4-8.4 | Performs selected music repertoire at the expected competency level | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(SO).4-8.5 | Reads music to the expected competency level of the class | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(SO).4-8.6 | Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |
| FAM(SO).4-8.7 | Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation | Knowledge | Technique | |
| FAM(SO).4-8.8 | Performs with characteristic tone quality at the expected competency level | Performance | Technique | |
| FAM(SO).4-8.9 | Demonstrates knowledge of vibrato | Knowledge | Expressive Qualities and Technique | |
| FAM(SO).4-8.10 | Demonstrates knowledge of phrase and melody through performance | Performance Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Technique | |

810

811

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(SO).4-8.11 | Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios | Performance | Rhythm, Melody, Harmony, and Notation | |
| FAM(SO).4-8.12 | Recognizes harmonic structure and demonstrates an awareness of its role in performance | Knowledge | Harmony | |
| FAM(SO).4-8.13 | Identifies the timbre of orchestral stringed instruments | Knowledge | Timbre | |
| FAM(SO).4-8.14 | Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| FAM(SO).4-8.15 | Uses print and nonprint media to access music information | Knowledge | Musical Heritage | Skills<br>Study skills and technology |
| FAM(SO).4-8.16 | Performs interpretations and/or improvisations of music repertoire | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| FAM(SO).4-8.17 | Creates, notates, and performs a simple melody for his or her instrument | Creative Skills | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |

## Critical Analysis and Aesthetic Understanding

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(SO).4-8.18 | Demonstrates appropriate understanding of form in selected music repertoire | Knowledge | Form | |
| FAM(SO).4-8.19 | Critiques music performed by the ensemble and suggests ways to improve | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |

## Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(SO).4-8.20 | Demonstrates knowledge of composers of selected music repertoire and the historical/cultural context of works being performed | Knowledge | Musical Heritage | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FAM(SO).4-8.21** | Describes the evolution and history of orchestral string instruments | Knowledge | Timbre and Musical Heritage | |
| **FAM(SO).4-8.22** | Recognizes contributions by composers and/or performers of various cultural and ethnic backgrounds | Knowledge | Musical Heritage | |
| **FAM(SO).4-8.23** | Performs music from various historical periods with correct style | Performance Skills | Musical Heritage | |

# Georgia Quality Core Curriculum

## Fine Arts: Music: Guitar/ Piano Class: Grade 6-8

### *Artistic Skills and Knowledge: Creating, Performing, Producing*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GP).6-8.1 | Demonstrates correct positioning and posture for the instrument | Performance Skills | Technique | |
| FAM(GP).6-8.2 | Demonstrates correct fingering techniques and hand and arm motion | Performance Skills | Technique | |
| FAM(GP).6-8.3 | Performs class repertoire to expected competency level | Performance Skills | Notation and Expressive Qualities | |
| FAM(GP).6-8.4 | Demonstrates proficiency in sight-reading at the expected competency level | Performance Skills | Notation and Expressive Qualities | |
| FAM(GP).6-8.5 | Demonstrates the ability to perform individually and as a member of an ensemble | Performance Skills | Rhythm, Melody, Harmony, Notation, and Expressive Qualities | |
| FAM(GP).6-8.6 | Demonstrates an increasing awareness of intonation and tunes instrument (guitar) with assistance | Knowledge | Technique | |
| FAM(GP).6-8.7 | Performs appropriate scales and arpeggios from memory | Performance Skills | Melody, Harmony, and Technique | |
| FAM(GP).6-8.8 | Performs melodies with appropriate phrasing and articulation | Performance Skills | Melody and Expressive Qualities | |
| FAM(GP).6-8.9 | Demonstrates knowledge of formal structure of class repertoire | Knowledge | Rhythm, Melody, Harmony, and Form | |
| FAM(GP).6-8.10 | Recognizes from notation the tonality of music performed in the class | Knowledge | Notation and Harmony | |
| FAM(GP).6-8.11 | Recognizes chordal structure (major and minor) and relates it to key and scale | Knowledge | Harmony | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GP).6-8.12 | Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage | |
| FAM(GP).6-8.13 | Uses print and nonprint media to locate information about music and musicians | Knowledge | Musical Heritage | |
| FAM(GP).6-8.14 | Improvises a melody from a given range of pitches, rhythms, and chords or chord progressions | Creative Skills | Rhythm, Melody, and Harmony | |
| FAM(GP).6-8.15 | Creates, notates and performs an original melody for guitar/piano | Creative Skills | Rhythm, Melody, and Notation | |
| FAM(GP).6-8.16 | Describes how technology is used to transcribe, edit, compose, and perform music on a computer station | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |

## Historical and Cultural Context

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAM(GP).6-8.17 | Demonstrates knowledge of composers of class repertoire and the historical/cultural context of works being performed | Knowledge | Musical Heritage | |
| FAM(GP).6-8.18 | Explains the evolution and history of guitar or piano | Knowledge | Musical Heritage | |
| FAM(GP).6-8.19 | Identifies music careers | Knowledge | Musical Heritage | |

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **Fine Arts: Music: Music Appreciation/ History/ Literature: Grade 6-8** | | | | |
| ***Connections*** | | | | |
| FAM(MHL).6-8.1 | Demonstrates an aesthetic understanding of music and its relationship to the other arts | Appreciation | Musical Heritage | |
| FAM(MHL).6-8.2 | Integrates many elements of study and knowledge of music, other art forms, other curriculum areas, and related use of technology | Knowledge | Expressive Qualities and Musical Heritage | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| FAM(MHL).6-8.3 | Listens to music or examines scores to describe the elements (rhythm, melody, harmony, form, dynamics, and timbre) of music from developmentally appropriate selections | Knowledge | Rhythm, Melody, Harmony, Form, and Expressive Qualities | |
| FAM(MHL).6-8.4 | Listens to and describes musical genres from appropriate examples, such as symphony, oratorio, and musical theatre | Listening Skills | Form and Musical Heritage | |
| FAM(MHL).6-8.5 | Analyzes and makes critical judgments about music | Knowledge | Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage | |
| ***Historical and Cultural Context*** | | | | |
| FAM(MHL).6-8.6 | Demonstrates knowledge of the historical and cultural context of Baroque, classical, and 20th-century music | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.7 | Recognizes the various roles of music in society | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.8 | Uses print and nonprint media to locate information about music and musicians | Knowledge | Musical Heritage | |
| FAM(MHL).6-8.9 | Demonstrates proper audience etiquette | Knowledge | Musical Heritage | |

821

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821

# Introduction to Theatre
# Quality Core Curriculum
# K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

8.23

## Theatre Glossary

**Aesthetic criteria.** Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

**Aural.** Physical element involving listening.

**Drama.** A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

**Electronic media, Dramatic media.** Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

**Ensemble.** Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

**Environment.** Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

**Front of house.** The box office and lobby.

**House.** Commonly defined as the area in which the audience is seated.

**Improvise.** To spontaneously use movement and speech to create a character or object in a particular situation.

**"In character."** Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

**Kinetic.** Physical element involving movements of the body.

**Motivation.** The actor's reason for doing or saying something.

**Oral.** Physical element involving the use of the voice.

**Pitch.** The highness or lowness of one's voice.

**Properties (Props).** Any object used by actors to enhance character portrayal.

**Sensory recall.** To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

**Tempo.** The speed at which someone talks or the pace of production.

**Theater.** The place that is the setting for dramatic performances.

**Theatre.** The imitation/representation of life, performed for other people; the performance of dramatic literature.

**Three dimensional character.** A character that has a variety of emotions, strengths, and weaknesses.

**Tone.** The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

**Underrepresented artist.** Those who work in nontraditional art forms.

**Visual.** Physical element involving sight.

# Introduction to Theatre
## Quality Core Curriculum
## 6-8

Students are encouraged toward self-actualization in the middle grades. They are given many content areas to explore. Theatre should attempt to build their self-confidence and connect many of the areas of exploration. The QCC specifically connects to the middle grades Social Studies QCC in content specifics and the Language Arts QCC in process emphasis. A major focus begins in sixth grade with presentational theatre; in eighth grade, the focus begins to change to representational theatre, preparing students for the representational focus in their high school classes. The overall focus is process work, which leads to presentational work when the teacher decides it is appropriate. The Theatre 6-8 QCC is designed as an exploratory curriculum. It allows teachers to select specific standards to teach in conjunction with Social Studies or English, or to teach standards in separate Theatre classes.

## Fine Arts: Theatre Arts: Grade 8

### Artistic Skills and Knowledge: Creating, Performing, Producing

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FATA.8.1 | Develops and evaluates a working definition of "theatre arts" as it applies to presentational and representational theatre | Defining Terms | | |
| FATA.8.2 | Writes, performs, and analyzes scenes and short plays integrating content and form | Writing Process | | |
| FATA.8.3 | Develops and applies artistic and social discipline, honors personal commitments, and contributes to group efforts in presentational and representational theater activities | Artistic Discipline | Personal Responsibility Teamwork Collaboration | |
| FATA.8.4 | Recognizes, applies, and synthesizes dramatic elements (plot, theme, character motivation, language, spectacle, conflict resolution, and music) | Scriptwriting | Dramatic Elements | |
| FATA.8.5 | Understands, analyzes, and participates in the role and function of the playwright | Scriptwriting | Role of Playwright | |
| FATA.8.6 | Adapts appropriate literature into scripts using published material including plays, poems, narratives, diaries, folk tales, fables, stories, books, monologues, and broadcast and print media | Scriptwriting | Assessment | |

12/17/97

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.8.7** | Uses the Play Writing Process<br>Step One: Pre-writing<br>Generate story ideas<br>Create situations<br>Develop characters<br>Explore environments<br>Develop themes<br>Step Two: Drafting<br>Develop narrative with dialogue<br>Structure in play format<br>Step Three: Revision<br>Present a reading<br>Make revisions<br>Step Four: Edit<br>Connect spelling, capitalization, punctuation, grammar<br>Create final draft<br>Step Five: Share/Publish<br>Present a formal or informal reading or production | Scriptwriting | Scripting | |
| **FATA.8.8** | Develops and analyzes observation techniques for presentational and representational activities | Acting | Observation | |
| **FATA.8.9** | Expresses thoughts, feelings, and character to communicate mental images into dramatic action | Acting | Imagination | |
| **FATA.8.10** | Identifies and demonstrates understanding of areas of stage, basic stage movement, script notation, and accepted blocking practices | Acting | Body Movement | |
| **FATA.8.11** | Identifies, applies, and assesses movement techniques appropriate to presentational and representational drama activities | Acting | Body Movement | |
| **FATA.8.12** | Identifies and discusses vocal elements such as diction, rate, pitch, volume, breath support, relaxation, quality, and coloration | Acting | Voice, Speech, and Language | |
| **FATA.8.13** | Develops and applies vocal elements and techniques appropriate to presentational and representational theatre | Acting | Voice,Speech, and Language | |

833

832

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.8.14** | Expresses meaning of character through language, thought, and feeling | Acting | Voice, Speech, and Language | |
| **FATA.8.15** | Uses and applies improvisation techniques appropriate to presentational and representational theatre activities | Acting | Improvisation | |
| **FATA.8.16** | Explores, discusses, and enacts the physical, emotional, and social dimensions of characters in representational and presentational theatre | Acting | Character Development | |
| **FATA.8.17** | Identifies and analyzes the directing process in presentational and representational theatre activities | Directing | Role of Director | |
| **FATA.8.18** | Assumes the role and responsibilities of the director | Directing | Role of Director | |
| **FATA.8.19** | Recognizes and assesses the role and contributions of technician/ designer in representational and presentational theatre activities | Technical Theatre | Design | |
| **FATA.8.20** | Designs and creates scenery, props, costumes, lighting, sound, music, and makeup for presentational and representational theater activities | Technical Theatre | Design\Production | |
| **FATA.8.21** | Identifies the costume, fashion, and makeup customs of past and present cultures and time periods | Technical Theatre | Design | |
| **FATA.8.22** | Recognizes roles and responsibilities of the producer/technician in presentational and representational theatre activities | Technical Theatre | Production | |
| **FATA.8.23** | Identifies well-known Georgians who have made valuable contributions to drama/theatre | Technical Theatre | Careers | |
| **FATA.8.24** | Develops research skills and familiarization with available resources to gain information to support presentational and representational theatre activities | Research and Resources | | |
| ***Connections*** | | | | |
| **FATA.8.25** | Explores the relationships among theatre and other arts and dramatic media<br>834 | Other Arts | | 835 |

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FATA.8.26 | Analyzes and explains common themes, content, and structure among theatre and other disciplines | Other Disciplines | | |
| FATA.8.27 | Integrates elements of other disciplines to create presentational theatre activities | Other Disciplines | | |
| FATA.8.28 | Integrates and uses existing available technology to enhance all aspects of theatre arts | Technology | | |

### *Critical Analysis and Aesthetic Understanding*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FATA.8.29 | Identifies and evaluates the elements of dramatic literature used as a basis for presentational and representational theatre | Dramatic Literature | | |
| FATA.8.30 | Evaluates dramatic presentations as participant and audience member | Dramatic Presentation | | |
| FATA.8.31 | Identifies universal themes in presentational and representational theatre | Interpretation | | |
| FATA.8.32 | Understands and analyzes the role and responsibility of the audience as an integral part of theatrical presentation | Audience | | |

### *Historical and Cultural Context*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FATA.8.33 | Discovers common experiences and ideas in stories and folklore as a basis for developing representational and presentational activities | Multicultural Heritage | | |
| FATA.8.34 | Identifies the influences of other cultures in American theatre roots and conventions | Multicultural Heritage | | |
| FATA.8.35 | Compares and contrasts historic theatre forms to present-day entertainments | Multicultural Heritage | | |
| FATA.8.36 | Identifies and describes recurring cultural motifs and social themes in stories and folklore from various cultures. Uses these themes as a basis for presentational and representational theatre activities | Multicultural Heritage | | |

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# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FATA.8.37** | Compares and discusses how theatre functions as a part of daily experience in specified cultures and historic periods. | Multicultural Heritage | | |
| **FATA.8.38** | Uses available research and resources to plan for and support representational theatre activities. | Research | | |

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# Introduction to Visual Arts
# Quality Core Curriculum
# K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

## Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

## Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

## Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

## Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

# Visual Arts Glossary

**Abstract.** Generalized art which retains the essence or characteristics of a recognizable subject or object.

**Additive sculpture.** Modeling a sculpture by adding materials to it until the desired effect is maintained.

**Aerial perspective.** The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

**Aesthetics.** A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

**Airbrush.** Atomizer operated by compressed air used for spraying paint.

**Analogous.** Three colors that are next to each other on a color wheel and which have a common hue.

**Analysis.** Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

**Animation.** The illusion of movement caused by successive presentations of inanimate objects in rapid order.

**Architecture.** The art of designing and planning the construction of buildings, cities, and/or bridges.

**Art history.** A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

**Arts disciplines.** Studies which include dance, music, theatre, and visual arts.

**Assess.** To analyze and determine the nature and quality of achievement through means appropriate to the subject.

**Asymmetrical balance.** An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

**Aural.** Art that incorporates sound.

**Background.** The part of the picture plane that seems to be farthest from the viewer.

**Balance.** A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

**Batik.** A system of dyeing fabric in which selected areas are protected from the dye with wax.

**Biomorphic.** See organic.

**Calligraphy.** The art of lettering.

**Ceramics.** Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

**Collage.** A collection of materials arranged for a composition or design on a flat surface.

**Color.** A visually perceived hue.

**Color scheme.** Plan for organizing color.

**Complementary.** Colors opposite each other on a color wheel that contrast with each other.

**Composition.** The way in which the parts of an artwork are put together or organized.

**Content.** Message the artist is trying to communicate in a work of art.

**Context.** A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

**Contour.** Interior and exterior edges of objects.

**Contour line.** A line that follows the edges or edge of a shape or form.

**Contrast.** Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

**Cool colors.** Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

**Create.** To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

**Critical process.** Description, analysis, interpretation, and evaluation used in discussing artworks.

**Criticism.** Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

**Critique.** To review, analyze, and discuss works of art.

**Cross cultural.** Art across cultures (intercultural).

**Culture.** Behaviors, customs, ideas, and skills of a distinct group of people.

**Dominance.** A principle of design where one element is emphasized.

**Edition.** A set number of productions of a work of art.

**Elements of design.** Line, shape, form, color, space, texture, and value.

**Emphasis.** A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

**Enameling.** The process of firing special powder or enamel pigments on copper or silver in a kiln.

**Ethnic art.** Art inspired by a specific culture.

**Exhibitions.** An organized display of works of art.

**Explore.** A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

**Expression.** A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

**Fiber arts.** Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

**Folk art.** A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

**Foreground.** The space which appears to be closest to the viewer.

**Form.** 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

**Free-flowing (Free-form).** Any curvilinear, asymmetrical shape not bound by hard edges.

**Functional art.** Art designed for a certain purpose.

**Functions (and purposes) of art.** Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

**Geometric form.** Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

**Geometric shapes.** Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

**Glazing.** A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

**Gradation.** A gradual smooth change from light to dark, rough to smooth, or one color to another.

**Graphic design.** A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

**Handbuilding.** A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

**Harmony.** The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

**Horizon line.** The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

**Hue.** The name of a color.

**Illustration.** A work of art that usually seeks to join visual and discursive information for the purposes of communication.

**Intensity.** The brightness (purity) or dullness of a color, also known as chroma.

**Intermediate colors (Tertiary).** A color made by mixing a primary color with a secondary color.

**Jewelry.** A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

**Kinetic.** Art designed to move by natural or man-made forces.

**Line.** An uninterrupted actual mark or implied direction going from one point to another.

**Linear perspective.** Showing depth and distance in a picture with converging lines.

**Maquettes.** A small sculpture made as a preliminary model.

**Materials.** Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

**Media.** Broad categories for grouping works of visual art according to the art materials used.

**Media arts.** Art forms that deal with electronic technologies.

**Middle ground.** A term used to define a level surface behind the foreground and in front of the background.

**Mixed media.** The use of different materials in the same work of art.

**Model or modeling.** To shape or build up with malleable media.

**Monochromatic.** Uses only one hue and variations obtained from its tints, shades, and tones.

**Montage.** A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

**Mosaic.** A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

**Motif.** A recurring element, subject, or theme in works of art.

**Movement.** A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

**Movements (arts).** Refers to an historical or cultural period when certain styles became prevalent.

**Multi-cultural.** Refers to more than one culture.

**Negative space.** The space around and through a shape or object.

**Neutral colors.** Colors formed by mixing complementary colors on the color wheel.

**Non-objective.** Shapes/forms created with no regard to an identifiable subject or object.

**One-point perspective.** A system of creating the illusion of space in the picture plane using one vanishing point.

**Organic form.** Three-dimensional free-flowing shapes found in nature.

**Organic shape.** Two-dimensional or flat free-flowing shapes found in nature.

**Origami.** The art of Oriental paper folding.

**Papier Maché.** A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

**Pattern.** Repetition of a motif involving line, shape, color, value, or space in a composition.

**Perception.** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

**Perspective.** The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

**Photogram.** A process in which light-sensitive paper is exposed with objects to create positive and negative space.

**Photography.** The technique of capturing optical images on light sensitive surfaces.

**Pin hole camera.** A hand made camera using a pin hole opening to expose the film to light.

**Pointillism.** A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

**Portfolio.** A comprehensive collection of student work.

**Positive space.** The space in a composition occupied by the subject or objects.

**Primary colors.** Red, yellow, blue.

**Principles of design.** Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

**Printmaking.** The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

**Process.** A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

**Proportion.** Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult 71/2 heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

**Radial balance.** Type of balance in which forces or elements of a design come out from a central point.

**Realism.** A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

**Repetition.** A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

**Rhythm.** Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

**Scale.** Proportion.

**Sculpture.** Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

**Secondary colors.** Colors created by mixing two primary colors; orange, green, and violet.

**Self-portrait.** A rendering of the artist's own likeness.

**Shade.** A color with black added to it to change color value.

**Shading.** Gradation of tone or filling in areas through shadows.

**Shape.** Any two-dimensional area defined by line, color, tones, or edges.

**Space.** A perceived area or surface.

**Spatial.** Of, or existing, in space.

**Split-complementary colors.** A color and the two colors on either side of its complement on the color wheel.

**Stained glass.** Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

**Structures.** Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

**Style.** An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

**Subtractive sculpture.** Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

**Symbol.** Something that stands for, or represents, something else.

**Synthesis.** Combining of parts into a whole.

**Tactile.** Appealing to the sense of touch.

**Techniques.** Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

**Technologies.** Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

**Temporal.** Worldly; or time; art enduring for a time.

**Tertiary.** The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

**Texture.** The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

**Theme.** A subject or topic in artwork.

**Three-dimensional form.** Objects which have height, width, and depth.

**Thumbnail sketches.** Small drawings used to develop an idea or composition.

**Timeline.** Chart showing the chronological progression of art history.

**Tint.** A color with white added to raise or lighten its value.

**Tone.** Changes in intensity.

**Triadic.** The colors found on the color wheel which form an equilateral triangle.

**Two-dimensional.** Flat area having height and width but no actual depth.

**Two-point perspective.** Perspective viewed when an object is observed from an angle. There are two vanishing points.

**Unity.** A principle of design referring to the arrangement of a work in which all parts seem interrelated.

**Value.** The element of art that refers to the lightness or darkness of an object or color.

**Value scale.** Gradation of dark to light usually made on a scale of 1-10.

**Variety.** A principle of design concerned with difference or contrast.

**Visual art.** A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

**Warm colors.** Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

# Introduction to Visual Arts
# Quality Core Curriculum
# Middle School Art

Content standards in the middle grades are designed to expand the students' knowledge of concepts and skills. Visual arts curriculum is designed to integrate with other disciplines at the middle school level and address the needs of learners with different social and cultural backgrounds. The curriculum reflects the adolescent's and preadolescent's need to develop collaborative and teamwork skills, technological competencies, flexible thinking, and appreciation for diversity.

Middle grades content standards are built upon the K-5 curriculum. Often, middle grades art programs are taught as six-, nine-, or 12-week rotations. Standards, therefore, are clustered to provide the middle grade teacher flexibility in presenting standards of different grade levels.

It is recommended that students who have not experienced formal visual arts education prior to the middle school experience use the K-5 content standards as a starting place, focusing on sequential order of content standards: criticism, art production, art history, and aesthetics.

# Georgia Quality Core Curriculum

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **Fine Arts: Visual Arts: Grade 8** | | | | |
| ***Artistic Skills and Knowledge: Creating, Performing, Producing*** | | | | |
| FAVA.8.1 | Selects subject matter, including symbols and ideas, to communciate a message in an original artwork. | Art Production | Symbols | |
| FAVA.8.2 | Designs and produces artworks such as graphics, jewelry, pottery, weaving, and public art for a specific function | Art Production | Creating Art with Specific Functions | |
| FAVA.8.3 | Uses various art materials and techniques<br>(See Introduction Matrix.) | Art Production | Art Materials and Techniques | |
| FAVA.8.4 | Renders a subject in realistic detail using either linear or atmospheric perspective. | Art Production | Spatial Techniques | |
| FAVA.8.5 | Creates a series of artworks that imitate nature (Realism) | Art Production | Artistic Theory | |
| FAVA.8.6 | Plans and creates a series of different illustrations on a single theme using the elements of art and principles of design | Art Production | Creating Multiple Solutions | |
| FAVA.8.7 | Demonstrates proper care and safe use of art materials and tools. | Art Production | Maintenance and Safety | |
| ***Connections*** | | | | |
| FAVA.8.8 | Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks. (See Introduction Matrix.) | Interdisciplinary | Other Subject Relationships | |
| ***Critical Analysis and Aesthetic Understanding*** | | | | |
| FAVA.8.9 | Evaluates artists' use of color relationships (value, intensity, tints and shades, cool and warm colors) to create an intended descriptive and expressive effect in artworks. | Criticism | Color | |

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| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAVA.8.10 | Interprets how artists and architects have applied linear and atmospheric (aerial) perspective to communicate the illusion of space | Criticism | Spatial Techniques | |
| FAVA.8.11 | Analyzes the interrelationships between the elements of art and principles of design in artworks and in the environment | Criticism | Elements of Art<br>Principles of Design | |
| FAVA.8.12 | Differentiates between various media and techniques used to produce two-and three-dimensional artworks | Criticism | Art Media & Techniques | |
| FAVA.8.13 | Reads an art review or critique to analyze and evaluate the viewpoint (main idea) of the art critic citing statements within the source | Criticism | Art Reviews/Critiques | |
| FAVA.8.14 | Expands and develops a personal position on aesthetics. What is aesthetics? Why do people create art? Why are certain objects considered art and others are not considered art? How do we justify judgments about what is art? Must art be beautiful? Does art have to be functional? If it is in an art museum, is it art? | Aesthetics | Aesthetic Perception | |
| FAVA.8.15 | Judges a utilitarian object on the basis of how well it functions or fits a context | Aesthetics | Functions of Utilitarian Objects | |
| FAVA.8.16 | Evaluates, using appropriate criteria, two or more artworks that are different in appearance, but are often judged to be essentially of the same aesthetic worth | Aesthetics | Aesthetic Perception | |

### *Historical and Cultural Context*

| Strand | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FAVA.8.17 | Examines how political, geographic, and social developments of colonial America are reflected in artworks created during this time period | Art History | Art of Colonial America | |
| FAVA.8.18 | Uses timelines, graphs, and visuals to trace important historical developments of colonial America using indigenous artworks (including those of Native American cultures and local and regional art and artists | Art History | Art of Colonial America | |
| FAVA.8.19 | Explains why artworks from technologically developed societies differ from those of primitive societies | Art History | Art of Different Societies | |
| FAVA.8.20 | Writes an historical account of an artist and/or artwork based on several sources (e.g., periodicals, books, Internet, and other telecommunication technology) | Art History | History Sources | |

*Georgia's Quality Core Curriculum*

# Technology/Career Education
# Grades 6-8

# Introduction to Technology/Career Education
## Quality Core Curriculum
## 6-12

The primary purpose of the revised Technology/Career QCC is to equip students with the academic, technical, and leadership skills that they will need to succeed in life. Through a partnership between education and industry, the Technology/Career curriculum will provide students with a solid foundation for their future careers.

Technology/Career education provides students with knowledge that enables them to continue learning on the postsecondary level and throughout their careers. The revised Technology/Career QCC facilitates development of programs of study that reflect career goals of individual students and incorporate current industry standards, high-level academic knowledge, and postsecondary requirements. The revised QCC also addresses the need to reinforce classroom skill development through participation in co-curricular vocational student organizations and structured work-based learning programs such as youth apprenticeship, internship, and cooperative education.

Because technology is evolving rapidly, the Technology/Career QCC standards are broadly based and permit development of curriculum that can be updated to meet changing industry standards. Each Technology/Career area has a common set of standards that address higher thinking, leadership, team cooperation, and other workplace readiness skills, as well as content standards specific to various occupational programs.

## Technology/Career Education: Grade 6-8

### *Exploratory Business*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **BUSINESS.6-8.1** | Examines traits, skills training, education, and conditions needed to succeed in various business occupations |  | Career Exploration |  |
| **BUSINESS.6-8.2** | Researches and uses information about specific occupations |  | Career Exploration |  |
| **BUSINESS.6-8.3** | Examines career opportunities in the business world |  | Career Exploration |  |
| **BUSINESS.6-8.4** | Examines career goals and career ladders |  | Career Exploration |  |
| **BUSINESS.6-8.5** | Operates an alphanumeric keyboard using the touch system |  | Information Processing |  |
| **BUSINESS.6-8.6** | Applies formatting skills in various business documents |  | Information Processing |  |
| **BUSINESS.6-8.7** | Demonstrates basic knowledge of information-processing software packages |  | Information Processing |  |

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|

## Technology/Career Education: Grade 6-8

### *Exploratory Family and Consumer Science*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **FACS.6-8.1** | Identifies physical, emotional and social changes that occur during puberty | | Family and Child Development | |
| **FACS.6-8.2** | Demonstrates awareness of responsibilities in caring for children | | Family and Child Development | |
| **FACS.6-8.3** | Identifies different relationships with peers and family | | Family and Child Development | |
| **FACS.6-8.4** | Identifies legally and socially acceptable behavior | | Family and Child Development | |
| **FACS.6-8.5** | Demonstrates use of decision making process | | Family and Child Development | |
| **FACS.6-8.6** | Recognizes consequences that result from making choices | | Family and Child Development | |
| **FACS.6-8.7** | Determines opportunities for careers in family and consumer sciences occupations | | Careers | |
| **FACS.6-8.8** | Demonstrates leadership and communication skills through vocational student organization activities | | Careers | |
| **FACS.6-8.9** | Demonstrates awareness of cleanliness, organization, safety and maintenance of the household environment | | Housing and Management | |
| **FACS.6-8.10** | Demonstrates an awareness of general nutrition | | Foods and Nutrition | |
| **FACS.6-8.11** | Plans, selects, prepares and serves nutritious meals and snacks | | Foods and Nutrition | |
| **FACS.6-8.12** | Practices safety and sanitation in food handling and use of equipment | | Foods and Nutrition | |
| **FACS.6-8.13** | Identifies grooming practices and appropriate clothing to improve personal appearance | | Textile and Apparel | |
| **FACS.6-8.14** | Demonstrates an understanding of appropriate clothing care | | Textile and Apparel | |

# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| FACS.6-8.15 | Makes informed consumer decisions concerning relationships between advertising, product and price |  | Consumer Decisions |  |

880

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## Technology/Career Education: Grade 6-8

### Exploratory Technology

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| **TECHED.6-8.1** | Examines traits, skills training, education, and conditions needed to succeed in various technical and engineering occupations | | Career Exploration | |
| **TECHED.6-8.2** | Defines and uses skills to manage life transitions related to changes in career environment | | Career Exploration | |
| **TECHED.6-8.3** | Researches and uses information about specific occupations | | Career Exploration | |
| **TECHED.6-8.4** | Examines career opportunities in communication, production, energy, power and transportation, and bio-related areas | | Career Exploration | |
| **TECHED.6-8.5** | Examines career goals and career ladders | | Career Exploration | |
| **TECHED.6-8.6** | Utilizes tools, materials, and processes to solve technical problems involving the application of science, mathematics, and inventiveness | | Technical Information | |
| **TECHED.6-8.7** | Demonstrates a basic knowledge of the various aspects of the technologies of communication, manufacturing, construction, and/or energy and power control | | Technical Information | |
| **TECHED.6-8.8** | Demonstrates both personal and equipment safety | | Technical Information | |
| **TECHED.6-8.9** | Solves a given problem using the inductive and deductive processes of the scientific method | | Technical Information | |
| **TECHED.6-8.10** | Demonstrates employability skills such as dependability, good work habits, pride in work, cooperation with fellow students, respect for authority, and the ability to follow both verbal and written directions | | Technical Information | |

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*Georgia's Quality Core Curriculum*

# Agriculture Education
# Grades 6-8

# Introduction to Agriculture Education
# Quality Core Curriculum
# 6-12

The Quality Core Curriculum (QCC) standards in Agriculture Education were revised with an emphasis on student needs based on changes in industry, education, and community needs and expectations. The Quality Basic Education Act charges the State Board of Education with establishing competencies that each student is expected to master and ensuring that each student has the opportunity to master them. The QCC standards in Agriculture Education were revised to meet these needs.

Local school systems are responsible for implementing the QCC according to state standards. Expansion and enrichment of this curriculum are needed to improve delivery and service to the students and community. The revision committee highly recommends the use of state-approved curriculum guides and course outlines in Agriculture Education to facilitate curriculum delivery.

## PROCESS

The QCC revision process was started by establishing a framework for evaluating the QCC standards established in 1984. The committee set six relevant criteria for measuring proposed changes. Revisions to the QCC should:

- Reflect technological and biological advances in agricultural science, business, and industry
- Promote high academic achievement through application of basic academic skills
- Emphasize workplace competencies
- Reflect changes in the Agriculture Education program included in recent industry- validated curriculum guides
- Reflect Agriculture Education program philosophy, purpose, and goals
- Promote leadership development

A program outline was created as a foundation for review of the QCC standards. Using the program outline and the revision criteria, the committee reviewed and revised specific QCC statements.

## CHANGES

Most changes in the QCC statements are in terminology and sequence. Additions to the QCC consist mostly of expansion of statements which give more and clearer emphasis to that area of curriculum. The use of technology was emphasized. Statements were written to promote the continuous incorporation and updating of technology in the curriculum. Statements regarding leadership and personal development, basic skills, and employability were expanded and clarified to promote greater emphasis in these areas. In addition these statements were considered important enough that they have been included in each subject area.

## USE OF THE QCC

The QCC in Agriculture Education is organized by school level (high school and middle school) and into six major instructional areas identified by the State Department of Education:

- Agricultural Business Management
- Agricultural Mechanization and Technology
- Agricultural Production and Management
- Agriscience and Biotechnology
- Environmental Horticulture
- Conservation and Renewable Natural Resources

The QCC standards are arranged into a logical teaching and development sequence within these parameters. Each local school system is encouraged to build its curriculum in Agriculture Education through selection of subject and subject areas of instruction based on local community and student needs. Courses may be developed through adoption of the suggested QCC sequence or by using the eclectic approach based on local needs. Once course content has been determined using the QCC standards, a number of resources may be used to facilitate course development. These include state curriculum guides, textbooks, and industry-developed materials.

## Agriculture Education: Grade 6-8

### *Agribusiness*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.1 | Explores the scope of the agribusiness industry on the local, state, national and international levels | | | |
| AE.6-8.2 | Identifies and explores the science and technology of the agribusiness industry | | | |
| AE.6-8.3 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities. | | | |
| AE.6-8.4 | Develops computer skills relevant to the agribusiness industry | | | |
| AE.6-8.5 | Explores employment and career opportunities in agribusiness | | | |
| AE.6-8.6 | Develops skills in selected practices that relate to the agribusiness industry. | | | |

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# Georgia Quality Core Curriculum

## Agriculture Education: Grade 6-8

### *Agricultural Mechanics*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.7 | Explores the scope of the agricultural mechanics industry on the local, state, national and international levels | | | |
| AE.6-8.8 | Identifies and explores the science and technology of the agricultural mechanics industry | | | |
| AE.6-8.9 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.10 | Demonstrates safety procedures related to agricultural mechanics | | | |
| AE.6-8.11 | Explores employment and career opportunities in agricultural mechanics | | | |
| AE.6-8.12 | Develops skills in selected practices that relate to the agricultural mechanics industry | | | |

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# Georgia Quality Core Curriculum

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|

## Agriculture Education: Grade 6-8

### *Agricultural Production*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.13 | Explores the scope of the agricultural production industry on the local, state, national and international levels | | | |
| AE.6-8.14 | Identifies and explores the science and technology of the agricultural production industry | | | |
| AE.6-8.15 | Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities | | | |
| AE.6-8.16 | Demonstrates safety practices related to agricultural production | | | |
| AE.6-8.17 | Explores employment and career opportunities in agricultural production | | | |
| AE.6-8.18 | Develops skills in selected practices that relate to the agricultural production industry | | | |

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# Georgia Quality Core Curriculum

## Agriculture Education: Grade 6-8

### *Agriscience*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.19 | Explores the importance of agriscience on the local, state, national and international levels | | | |
| AE.6-8.20 | Identifies and explores science and technology in the agriscience industry | | | |
| AE.6-8.21 | Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities | | | |
| AE.6-8.22 | Demonstrates safety practices related to agriscience | | | |
| AE.6-8.23 | Explores employment and career opportunities in agriscience | | | |
| AE.6-8.24 | Develops skills in selected practices that relate to agriscience | | | |

# Georgia Quality Core Curriculum

## Agriculture Education: Grade 6-8

### *Environmental Horticulture*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.25 | Explores the scope of the environmental horticulture industry on the local, state, national and international levels | | | |
| AE.6-8.26 | Identifies and explores science and technology in environmental horticulture | | | |
| AE.6-8.27 | Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities | | | |
| AE.6-8.28 | Demonstrates safety practices related to environmental horticulture | | | |
| AE.6-8.29 | Explores employment and career opportunities in environmental horticulture | | | |
| AE.6-8.30 | Develops skills in selected practices that relate to the environmental horticulture industry | | | |

## Agriculture Education: Grade 6-8

### *Forestry and Natural Resources*

| Course | Content Standard | Topic | Concept | Notes |
|---|---|---|---|---|
| AE.6-8.31 | Explores the scope of the forestry and natural resources industry on the local, state, national and international levels. | | | |
| AE.6-8.32 | Identifies and explores the science and technology of forestry and natural resource conservation. | | | |
| AE.6-8.33 | Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities. | | | |
| AE.6-8.34 | Demonstrates safety practices related to forestry and natural resources. | | | |
| AE.6-8.35 | Explores employment and career opportunities in forestry and natural resources. | | | |
| AE.6-8.36 | Develops skills in selected practices that relate to the forestry and natural resources industry. | | | |